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ABSTRACT

Designed for use within language arts programs as well as in the content areas, this handbook provides a continuum of activities for developing writing skills in grades five through twelve. The activities, arranged according to a diagnostic grid sheet provided for evaluation of student progress, offer practice in perception of task (point of view and following directions), organization, sentence structure, usage, vocabulary, mechanics, and using proper forms, such as business letters, letters of application and complaint, and report writing. Each exercise, which may be used individually, with small groups, or with the entire class, contains the specific skills, the objective of the activity, the procedure to be followed, and, in many cases, sample checklist directions to assist students in accumulating a series of guidelines to help them strengthen their writing abilities. A bibliography is also provided. (RL)

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A Manual of Developmental Writing Skills and Activities: Grades 5-12

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Introductory Statement
Grades 5-12

The purpose of this handbook is to provide a continuum of developmental writing skills appropriate to grades 5-12. It has been designed to be used within the framework of any language arts program as well as in the content areas.

This handbook is basically activity-oriented. Each exercise, which may be used either individually, with small groups, or with the entire class, contains the specific skills, the objective of the activity, and the procedure to be followed. Also, in many cases, there are sample checklist directions which are phrased from the student's point of view and are intended to assist the student in accumulating a series of guidelines to help strengthen his/her writing ability. It is recommended that the student help with the wording of these statements as the checklist develops over the course of the school year. While these activities are designed primarily for English classes, teachers from other subject-matter areas may adapt these procedures for use in their classes wherever possible so that a consistent approach to teaching and evaluating writing skills may be developed.

Each teacher is requested to utilize an evaluation form each time an activity is used. These evaluations will assist the writing committee, which will meet to analyze and revise the materials included in this book.

Checklists of Writing Skills

Purposes:

1. To be used as a diagnostic tool at the beginning of the year to set goals, either individual or group.
2. To be used as an instrument for evaluation throughout the year.
3. To set the standard for the continuum of skill development.

TO USE THE DIAGNOSTIC GRID SHEET

1. Motivate a writing activity:
   a. discuss a recently shared experience;
   b. discuss a current news or sports item of interest;
   c. discuss a historical figure or event of interest.

2. Develop a "word bank", a list of vocabulary words which may be used in the writing activity.

3. Make sure that each student understands clearly the purpose of the activity: narrative, expository, or descriptive writing, and that he is aware of the topic or choice of topics.

4. Supply a "starter" sentence.
   Example: a. Abraham Lincoln was one of our most important presidents.
   b. I think that the ___________ is the best football team.
   c. Everyone needs a best friend. My best friend in the whole world is ________________.

5. Let students develop a first draft of the paragraph (or composition).

6. Each child should then proofread his first draft, orally as well as silently, to make as many improvements as he can. Reading orally to a friend is very helpful.

7. As the teacher reads the child's written work, he places a checkmark on the grid sheet to show areas of weakness.

8. After completing the diagnosis grid for the class, note three things:
   a. needs common to all or most of the students;
   b. needs shared by certain groups
   c. needs which individual students display.
   From this tabulation, establish priorities of needs. Of highest priority should be those weaknesses exhibited by all or most of the students. Meeting these needs should be the minimal objectives during the year.

9. For each skill to be developed, this handbook offers suitable techniques and many activities which should reinforce skill development. All activities are keyed by number and letter to the composition skills check list. In addition to the Roman numerals and capital letters which designate the topic, Arabic numbers are used to indicate how many activities are provided for each section.

   Example: IIA8 would indicate that this is the eighth activity to reinforce the paragraphing section (1) of the topic organization (II).

The two checklists may be used in two different ways. Because of its thoroughness, the diagnostic grid sheet is designed for the teacher's use only. Either an individual student or an entire class may be plotted on this checklist to show weaknesses or strengths; to indicate areas in which group or individualized instruction is appropriate.

The student checklist is designed solely and simply for the student's perusal. The teacher may assign an essay to be graded comprehensively or on a specific skill. Then the student's checklist is filled in according to the assignment. This checklist will supplement the often confusing grading symbols and offer the student a clear and concise evaluation of his work.

Diagnostic Grid Sheet

		Superior	Average	Poor
I.	Perception of task			
A.	Following Directions			
B.	Point of View			
II.	Organization			
A.	Paragraphing			
B.	Topic Sentences			
C.	Transitions			
D.	Sequence			
E.	Specific Examples			
F.	Unity			
G.	Coherence			
III.	Sentence Structure			
A.	Run-on			
B.	Fragments			
C.	Variation			
D.	Placement of Modifiers			
E.	Parallel Structure			
F.	Wordiness			
G.	Repetition			
H.	Awkwardness			
IV.	Usage			
A.	Agreement			
B.	Verb Form			
C.	Pronouns			
D.	Parts of Speech			
V.	Vocabulary			
A.	Appropriate Word Choice			
B.	Varied Language			

VI. Mechanics	Superior	Average	Poor
A. Spelling			
B. Capitalization			
C. Punctuation			
D. Handwriting			
VII. Proper Forms			
A. Business Letter			
B. Application Letter			
C. Order Letter			
D. Request Letter			
E. Complaint Letter			
F. Envelope			
G. Report Writing			
H. Persuasive Composition			
Bibliography			
Index			

Student Checklist*

	Superior	Average	Poor
I. Understanding of Task			
A. follows directions			
B. proper format (letter, report, etc.)			
C. consistent point of view (perspective)			
D. sense of audience			
II. Organization			
A. logical order			
B. appropriate generalizations			
C. appropriate details			
D. coherence			
III. Sentence Structure			
A. sentence sense (complete thoughts)			
B. varied sentence structure			
IV. Language			
A. clear, concrete language			
B. accurate word choice			
C. conciseness			
D. appropriate level of usage (formal informal, etc.			
E. consistent level of usage			
F. vocabulary - variety			

V. Mechanics	Superior	Average	Poor
A. spelling			
B. punctuation			
C. capitalization			
D. subject/verb agreement			
E. tense usage			
F. pronoun usage			
G. handwriting			

VI. Comments:

*Taken from Teaching Writing Right (Poughkeepsie, NY Dutchess County Board of Cooperative Educational Services, 1979, p. 17.

In grades 5-8, it is essential that students master the fundamentals of writing. They must learn to correctly identify parts of speech, they must build their usable vocabulary, they must master the mechanics and the basic rules of usage, and they must learn to organize their thoughts into an intelligible paragraph or theme.

Since children learn best when their learning is made meaningful, "fun", short-span fun-type activities and games are essential parts of the language arts program. We are including several of these types of activities, as well as actual writing activities, in this handbook.

Suggested Techniques for Improving Students' Writing Skills

1. Have regularly scheduled writing times within the language arts program.

2. Develop a student checklist for each writing task and conscientiously evaluate the assignment according to the checklist. Examples:

   a. During the motivation discussion for each writing activity, clearly identify the specific skill which should be developed; e.g., correct spelling. The student may write this at the top of his draft. He should then proofread his first draft, keeping correct spelling specifically in mind. The teacher should also evaluate the writing specifically for spelling.

   b. As students become more proficient, the checklists may be extended:

      (1) correct spelling
      (2) proper use of capital letters and punctuation marks
      (3) proper use of complete sentences
         a) no run-ons
         b) no fragments
      (4) proper use of a topic sentence

3. Give students an opportunity to read their written work aloud:

   a. to a friend
   b. to a small group
   c. to the class
   d. to the teacher (as often as possible)

   The strengths and weaknesses of each piece can then be discussed informally, The teacher should focus on the student's strengths and endeavor to correct the weakness in a way that will not dampen the enthusiasm of the writer.

4. Use slotting techniques (readily adaptable to the content areas). This technique consists of teacher-prepared sentences or paragraphs with blanks or slots in key places. Students are expected to fill in the blanks. Example:

   Objectives: to develop skill in the use of varied language
   to develop skill in correct agreement between subject and verb
   to develop correct spelling of verbs

Prepared sentences:

A scientist _________________________ in his laboratory.
In the summertime, the Loch Ness Monster ____________________.
I ____________________ when it's very cold outside.

5. Use expansion techniques to extend basic writing skills.
   a. begin with a basic subject and predicate and expand sentences using adjectives, adverbs, phrases and clauses.
   b. begin with a topic sentence and expand into paragraphs.

6. Use sentence reduction, identifying the basic kernel of the sentence - simple subject and simple predicate - to review basic writing structure and correct grammatical errors.

7. Employ many differenct activities and games to reinforce each skill.

8. Permit typing of certain assignments. Children with illegible handwriting should be allowed to use a typewriter. Students who do a particularly superior piece may be allowed to type it and post in on a bulletin board.

9. Maintain a bulletin board for superior written work by students or for motivational purposes.

10. Maintain folders for each student's work. Final draft of each task should be kept there.

11. Maintain a teacher folder for exceptional pieces of writing. Try to obtain at least one item from each child during the year.

12. Suggest that students maintain a language notebook. One section may be for difficult spelling words, one for vocabulary, one for grammar rules, etc.

13. Have students record compositions on cassette tapes; then listen to them for proofreading.

14. Provide as many opportunities as possible for students to see their work in print.
   a. PTO or PTA newsletter
   b. school newspaper
   c. local newspaper may be willing to run a weekly column written by children.
   d. letters to the editor in local issues also encourage community involvement and awareness on the part of young citizens.

15. Provide as many opportunities as possible for students to share their writing with other classes.
   a. a collection of some of the children's favorite efforts may be made into a library book.
   b. stories, reports, etc. may be shared or exchanged with children from other grade levels.
   c. children may exchange written work with children in another school, in the community, another part of the state or country, or a school in a foreign country.

Composition - Sentence - Structure 5-6

In grades 5-6 the student learns to:

1. Understand and use basic sentence patterns.
    - Understand how sentences pattern
    - Recognize a complete sentence pattern
    - Distinguish between complete and incomplete patterns
2. Understand the relationship of order to clarity and emphasis.
    - Understand the position of modifiers
    - Add phrases in different positions
    - Revise run-on sentences
3. Use words and phrases to expand sentence patterns.
    - Add single words to basic patterns
    - Add phrases to basic patterns
    - Add phrases to combined sentences
4. Understand the relation of word choice to meaning.
    - Use sequence words for clarity.
5. Understand and use the process of compounding.
    - Build compound phrases.
6. Understand and use the process of subordination.
    - Combine basic sentence patterns by subordination.
7. Develop style.
    - Use variety in combining basic sentence patterns.

Composition - Sentence - Structure 7-8

In grades 7-8 the student learns to:

1. Understand the relationship of order to clarity and emphasis.
    - Understand the relationship of position to meaning

2. Expand basic sentence patterns.
    - Add single words to basic patterns
    - Add phrases to basic patterns
    - Add clauses to basic patterns

3. Understand the process of compounding.
    - Use conjunctives accurately
    - Maintain balanced structure when compounding

4. Understand and use substitution
    - Understand substitution
    - Substitute clauses for other elements in the sentence

5. Understand and use the process of subordination
    - Subordinate by using single words
    - Subordinate by using pairs of words
    - Subordinate by using phrases
    - Subordinate by using clauses
    - Subordinate basic sentence patterns
    - Distinguish between compounding and subordinating

6. Understand and use active and passive voice.

7. Develop style.
    - Use options in combining sentences

Composition - Organization and Development 5-6

In grades 5-6 the student learns to:

1. Understand unity and coherence.
    - Develop topic sentences
    - Use linking expressions
    - Develop coherence through ordering
2. Understand and organize by time order.
    - Use time signals
    - Organize by time order
3. Understand and organize by cause and effect.
    - Understand relationship between cause and effect.
4. Understand and organize by classification.
    - Identify sub-classes
    - Use classification as a means of organization in writing.
5. Understand and use definition.
    - Use context difinition
    - Use contrast in context definitions
6. Understand and organize by comparison and contrast.
    - Compare similar items
    - Contrast similar items
7. Organize by induction and deduction
    - Build generalizations
    - Support generalizations
8. Understand tone.
    - Recognize point of view

Composition - Organization and Development 7-8

In grades 7-8 the student learns to:

1. Develop unity and coherence.
    - Use transitional devices
    - Unify ideas
2. Organize by time order.
    - Use time order effectively
3. Organize by cause and effect.
    - Determine results through causes
    - Use cause and effect to develop an idea
4. Organize by classification.
    - Use classification to develop an idea
5. Use definitions.
    - Develop logical definitions
    - Develop imaginative definitions
6. Organize by comparison and contrast.
    - Use comparison and contrast to develop an idea
7. Organize by induction and deduction.
8. Understand tone.
    - Recognize point of view
    - Write from different points of view
    - Write from tone

Grammar 5 - 8

In grades 5 and 6, students learn to:

1. Identify and use complete sentences.
2. Identify and use nouns and pronouns.
3. Identify verbs by form and position.
4. Identify adjectives and adverbs.
5. Use proper subject - verb agreement.
6. Identify subjects and predicates in sentences.

In Junior High School, students learn to:

1. Recognize sentences of varying word order.
2. Expand basic pattern sentences by compounding.
3. Recognize _and_ and _or_ as connectors.
4. Recognize prepositions and prepositional phrases.
5. Recognize adverbial expressions of time as indicators of verb tense.
6. Recognize different kinds of complements as nouns, as adjectives, as adverbs.

I.A.1. Following Directions

Objective: The student writes directions to explain the game.

Procedure:

Ask each student to choose a partner. Make up a game and explain the directions to him. Play the game. Change partners and do the same thing again. Discuss with the rest of the class any difficulties the partners may have encountered. Discuss methods for improvement in direction skills.

Variation: The teacher lists materials used in the game: ball, colored paper, chalk, etc. Students are directed to write a game using some or all of the materials listed. The games are then discussed in class, and the students are asked to revise their games if similarities exist.

I.A.2. Following Directions

Objective: The student writes a paragraph explaining how to complete a task.

Procedure:

Discuss with the student how to write instructions on completing a given task, e.g. making a sandwich, baking a cake, riding a bicyle. Discuss the type of information which should be included.

Activity:

Have students write directions on how to complete the task. They should try to be specific in their descriptions. The directions should be illustrated when necessary. When directions are completed, have the students read them to the class. Discuss whether the directions are specific enough. Have students revise their directions.

Specific example: How to Make a Peanut Butter Sandwich.

I.A.3. Following Directions: Different Audiences

Objective: The student writes to convey a message to a specifc audience.

Procedure:

1. Present a situation to students and have them write to different people concerning it. Example:

Your older sister has been picking on you. Write a note about this to:

your older sister
your parents
your best friend.

2. Choose an event that has happened, such as a field trip, athletic contest, or a party. Write a letter to a friend and an older relative describing the same event. Help the children recognize the difference in language (slang, informal, formal), the incidents they choose to highlight, and the form they use in writing these letters.

3. Have students respond in a number of ways to an item of current interest. For instance, a playground problem could result in writing a letter to the principal, writing an article and an editorial for the school newspaper, and preparing posters to be displayed around the school. Also petitions can be written. Help the children recognize the need for a personal approach in writing to the principal, objectively for a newspaper article opinion in an editorial, conciseness for a poster and formal language in a petition.

4. Have older children write stories for younger children. Elicit the types of stories that would be most appropriate, the type of vocabulary they should use, and the need for illustrations.

Adaptations for content area:

1. Evaluate an assignment, experiment, teaching technique, etc. in letters to the teacher and a best friend.

2. Choose an historical event or issue. Write a letter to people from opposing sides, different social levels, a different political parties, etc. reflecting the issue or event slanting your note so that it pleases each one who receives it. Example: General Lee and General Grant, a strip mining executive and an environmentalist.

3. Choose a social issue relevant to the content area such as nuclear power, pollution, local environmental concerns, etc. Students can write articles, letters to the editor, editorials and posters.

I.A.4. Following Directions: Audience/Establishing Style

Objective: The student writes in an informal and formal style to convey a message.

Procedure:

Duplicate a list of sample topics and distribute a copy to each student. Ask a different student to read each sample topic. Initiate a discussion of factors which influence a writer's style (awareness of audience, point of view, etc.). Initiate a discussion of informal and formal style in writing. Ask students for examples. Write the examples on the blackboard.

Sample Topics:

1. Write a letter to a friend about the behavior of your class when your regular teacher is absent from school. Then write a factual report about classroom behavior from the viewpoint of the substituting teacher.

2. Write about a total eclipse of the sun as a primitive man; then as an astronomer.

Sample Checklist Directions:

Did I...
...use a consistent style?
...use a formal or informal style?
...maintain a consistent point of view?

I.A.5. Following Directions: Specific Audience

Objective: The student writes for a specific audience.

Procedure:

Assume that each student has been hired to produce campaign buttons. Direct students to write brief slogans of no more than five or six words for one of the following groups:

1. Promoting student council power.
2. Promoting future space explorations.
3. Eliminating nuclear power.
4. Eliminating all exams.
5. Promoting higher wages for firemen.
7. Promoting public transportation.
8. Promoting educational television.

It is important to differentiate between the appropriate use of fragments and complete sentences.

Sample Checklist Directions:

Did I...
...consider the characteristics of the particular group?

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...use catchy, interesting phrases?
...compose concise fragments?

I.A.6. Following Direction: Writing to a Specific Audience

Objective: The student writes an assignment directed to a specific audience.

Procedure:

Rewrite the following account from each person's point of view.

A student who was involved
A fireman called to the scene
The principal of the school
A neighbor living near the school
A reporter covering the incident

It is lunch time, and the fire alarm rings. The students and teachers quickly leave their classrooms and file outside in the rain. As the rain continues, everyone is getting wet. The fire engines appear, but there is not sign of any fire. From the roof there is a faint sound. Everyone who looks up sees a kitten. The firemen proceed to rescue the animal while the students and teachers return to classes. Eventually it is revealed that a neighbor called the fire department because the cat was on the roof. Therefore, the fire alarm was sounded.

Specific example:

Snow Day
    point of view of student
    point of view of parents
    point of view of highway crew

Did I...
...write complete sentences?
...puncutate correctly?
...vary sentence structure?
...consider the particular person's attitude?
...include appropriate dialogue?
...punctuate the dialogue correctly?

I.A.7. Following Directions

Objectives: The student writes an essay after listing the tasks invalued.

Procedure:

1. Ask the students to select a character from a novel that he/she would like to converse with. Write a dialogue which includes the character's reaction to a particular event or situation. The student should introduce the character and include at least two reasons why this person was selected.

2. Read the essay question. Before writing underline the tasks, discuss requirements, outline the sequence, and write the essay.

Did I ...
... list all of the tasks?
... write complete sentences?
... use the correct dialogue format?
... provide valid reasons?

I.B.1. Point of View: Descriptive Writing

Objective: The student writes about a specific experience.

Procedure:

Have students go on a "Trust Walk". Students should group in pairs. Care should be taken to keep close friends from pairing up. (This activity is good for out-of-doors.) There should be a fairly large, open space allowing for free movement. One of the students is blindfolded and is verbally led to various places for a period of five minutes. Partners switch and the walk continues. After the ten minutes are up, have the students return to the classroom and write about their experiences. Three sample questions are:

How did it feel to be blind?
How did it feel to be sighted?
Did being dependent on or depended upon feel good?
Yes or No? Why?

The open space described should have some obstacles to be avoided. This would strengthen the feelings of dependence and helplessness at the same time.

I.B.2. Point of View

Objective: The student writes using a particular point of view.

Procedure:

1. Ask children to write a short paper about the world from the point of view of a giant, a tiny person, a fish, etc.

2. Use an incident in which two students have had a strong disagreement. Ask each student to write what happened. Afterwards, discuss these with students, leading them to see that each person sees things from a different point of view. Students may also reflect on school, local or national issues in a similar matter.

3. On blackboard, list career titles familiar to the children. Have them choose a career they are familiar with, pretend they are in that career and write about the job they do, the problems they may encounter, etc.

Adaptation for content areas:

1. Students can pretend they are items of science equipment (microscope, test tube, etc.) or social studies reference material (table of contents, atlas, etc.) and tell how they would be used.

2. Students in social studies area can write about political issues, taking opposing positions in historical events they are studying, such as Indians vs. Settlers, North vs. South, etc.

3. Students can choose careers relative to math, science, or famous figures in the social studies field and write from their point of view.

I.B.3. Point of View: Consistent

Objective: The student writes with a consistent point of view.

Procedure:

Write sentences on the board which exemplify first and third person point of view.

> I do not remember my first home, but I know it was in Syracuse.
>
> Three hundred years ago in London during the plague, the city was not a very pleasant place.

Write a sentence on the board that includes a shift in a point of view. Ask students to rewrite the sentence maintaining one point of view.

> I looked out the window and you could see a beautiful sunrise.

I.B.4. Point of View: Consistent

Objective: The student writes with a consistent point of view.

Procedure:

Duplicate a paragraph which incorporates the first person point of view. Ask students to rewrite it using the third person point of view.

> My earliest memory is of a spring day on the Texas plains. I was standing on the porch, clutching a teddy bear with one arm, surveying my world. There were no houses close enough to see into our neighbor's windows, nor could we hear them talking when they were in their houses. While I was standing on the porch deciding what to play, a sick dog crawled underneath our porch and went mad.

I.B.5. Point of View: Consistent

Objective: The student writes paragraphs with a consistent point of view.

Procedure:

Assign a three-paragraph autobiographical essay written in the first person based on personal reflections. The essay by Sylvia Plath in the September, 1978 issue of Literary Cavalcade is excellent. Either an article or a discussion may be used as motivation. An essay by James Thurber is another excellent article.

Student Checklist Directions:

Did I...
- ...include an introduction, body, and conclusion?
- ...use transition between paragraphs?
- ...analyze my own reflections honestly?
- ...remember to use the first person point of view?

I.B.6. Point of View: Consistent Temporal

Objective: The student writes paragraphs with a consistent temporal point of view.

Procedure:

Assign a three-paragraph literature essay pertaining to characterization, theme, or structure of a short story.

Emphasize adherence to present tense in discussing ideas:

> The author, Ernest Hemingway, uses simple, concise words to describe a character's actions.

Stress the usage of the past tense in relating plot incidents:

> Because of the incidents which occurred, Kino threw the pearl into the sea.

Sample Checklist Directions:

Did I...
- ...use the present tense in expressing ideas about the work?
- ...use the past tense in relating plot incidents?
- ...maintain a consistent third person point of view?
- ...answer the question by providing examples from the work?
- ...include an introduction, body, and conclusion?

I.B.7. Point of View: Multiple Points of View

Objective: The student recognizes multiple points of view, selects some and uses them in a writing assignment.

Procedure:

Put a check next to the items which describe you. Most of us find that we fit into several categories, and we should realize that our point of view depends on the role we see ourselves in at the moment.

student ___
teenager ___
athlete ___
musician ___
artist ___
son ___
daughter ___
mother ___
father ___
brother ___
sister ___
husband ___
wife ___
niece ___
nephew ___
grandchild ___

girlfriend ___
boyfriend ___
man ___
woman ___
worker ___
Jew ___
Christian ___
Moslem ___
atheist ___
agnostic ___
black ___
white ___
Hispanic ___
Buddhist ___
Indian ___
America ___

Choose four categories that interest you and write two sentences for each. Choose one group of these two sentences to develop into a paragraph explaining the point of view chosen.

Did I...
...Maintain the chosen point of view throughout the writing with consistent nouns and pronouns?

II.A.1. Paragraphing: Expansion

Objective: The student writes paragraphs from specific topic sentences.

Procedure:

1. From a language activity of interest, select a short general statement. An important informative sentence from a content-area may also be used.

2. Now explain to the class that you wish to expand this sentence into several sentences so that the message which it conveys will be clearer, more interesting and more persuasive for readers. Do this by having the students answer in complete sentence form the following questions:

   What (or who) are we writing about? (Exercise)
   What does it do, or what happens to it? (develops the body)
   What kind are we writing about? (swimming, climbing, running, intramural sports?
   When does it happen? (school, seasonal)
   Where?
   How does it happen? (walking and biking develop leg muscles, etc.)
   Why? (Why it is needed--why does it build muscles, etc.)
   How much? (how much do you need, how many people participate in exercising, etc.)

3. When the class has been able to answer at least two or three of the expansion questions and to supply at least two or three answers for each questions they can handle, encourage students to choose the answers which will communicate their ideas and feelings best to their readers and form them into separate sentences. These sentences, added to the topic sentence make up the structure called a paragraph. Suggest to your students that they constantly re-read the whole paragraph as it is being formed.

4. Regard Step 3 as a first draft and lead class on to one or more activities that will improve the paragraph. You may opt for more varied language, more specific or concrete synonyms, better syntactical variety, more coherence, etc.

5. To reinforce the concept of the topic sentence and its function, you can then ask each student to take each of the supporting sentences in turn and treat it as a topic sentence for a new paragraph following steps 2-4.

Adaptations for content area:

See #1

II.A.2. Paragraphing: Expansion

Objectives: The student writes a paragraph based on a specific topic sentence.

Procedure:

1. Choose a topic from the list below that you would like to write about.

2. Decide whether your paragraph will agree or disagree with the topic.

3. Fill in the outline using complete sentences.

4. Use your answers to write a clear, well organized paragraph.

Topics: (add more relevant to your classroom)

1. A Woman Should Be President of the U.S.A.
2. Winning the Lottery Would Change My Life
3. Movies Should Not Be Rated.

Outline: (Complete in clear sentences)

1. Topic ____________________________
2. Topic Sentence _____________________
3. List at least three ideas you will use in your paragraph.
4. Write one or more sentences for each idea.
5. Write your summarizing sentence.

Adaptations for content area:

Vary topics to suit subject and content matter.

II.A.3. Paragraphing: Expansion

Objectives: The student writes a descriptive paragraph.

Procedure:

1. Some paragraphs describe. Example: Read this paragraph.

   A camel caravan was plodding slowly across the desert under the scorching tropical sky. The men's sweaty, heated faces begged for fresh water. Stretched before them were the endless horizon and the dusty, arid desert land.

The camels dragged their blistery, clumsy feet through towering mounds of sand. Man and beast yearned for home: home where they could sense the accomplishment of victory.

2. Circle the topic sentence.

3. Underline the sentence that describes the camel.

4. Draw a wavy line under the sentence that describes the man.

5. Draw a rectangle around the closing sentence.

6. Circle every descriptive word (adjective).

7. Put an X through every action words. Are they unique, too?

8. Choose a topic from the list below. Choose one you can really feel with your senses. (Word banks and discussion by the class and teacher might be helpful at this point.)

9, Write a descriptive paragraph. Use clear, strong adjectives. (Teacher might want to post the form of a paragraph in conspicuous place.)

Topics:

1. A Kindly White-Haired Grandfather
2. A City at Midnight
3. A Shark Devouring the Front of a Boat

Adaptations for content area:

Choose a colorful event from social studies, an exciting experiment from science or a perplexing math problem.

II.A.4. Paragraphing: Expansion

Objectives: The student writes a paragraph giving directions.

Procedure:

1. The teacher will explain that a paragraph is a group of sentences written to explain a single idea. Some paragraphs show how something is done. The most important part of this paragraph is getting each step of the process in exactly the right order.

2. The teacher will give the following directions:

   a. read the paragraph
   b. underline each sentence that gives a step or direction
   c. draw a wavy line under the topic sentence
   d. draw a rectangle around the summarizing sentence

A Secret Invisibility Recipe

On an aged brittle roll of parchment was printed a time-honored recipe for temporary invisibility. First, a half-inch toad was gathered at midnight. It was then dried and ground into a powder in a bat's skull. Then three drops of nectar from a butterfly's tongue were collected. Following this, a seven-times-seven-inch length of cobweb was cut into thirteen parts. The cobwebs were then placed criss-cross over the body to be made invisible. A salve of nectar and powdered toadstool was mixed and spread with care on the cobwebs. If the directions were followed, with magic words, an application would last for twenty-four hours, from midnight to midnight.

3. Teacher will then assign the following:

   a. Choose a how-to topic from below and write a paragraph telling exactly how to do it.
   b. If possible, read the directions to a partner and have the partner follow each step.
   c. Make any corrections in sequence.

Topics:

a. How to Boil an Egg
b. How to Tie a Shoelace

c. How to Memorize a Spelling Word
d. How to Catch a Frog
e. How to Make a Peanut Butter and Jelly Sandwich
f. How to Make the Teacher Laugh
g. How to Make the Teacher Mad

Adaptations for content area:

Social studies teachers might want to have "How to's" about map making, using reference materials, reading charts and graphs, etc.

Science teachers can focus on experiments.

Math teachers can focus on problem solving, renaming, measurement, etc.

II.A.5. Paragraphing: Organization

Objectives: The student writes a letter of evaluation.

Procedure:

Assign class to write a letter in which they evaluate a T.V. show according to certain standards. Insist that sentences like, "I like your show." have the support of some specific "becauses." Discuss what makes a situation comedy, a mystery show, or a family show enjoyable. Does the program live up to its claim? Are the shows fresh and original or boring and predictable? If response is critical, suggest that improvements be included. Children should garner vital statistics about the program, (1) local station, (2) time and day, to identify it in their letter.

Adaptations to content area:

Choose T.V. specials or documentaries relative to the subject.

II.A.6. Paragraphing: Organization

Objectives: The student writes a paragraph based on a given topic sentence.

Procedure:

1. Begin with a topic sentence:
   Example: Thomas Edison was a brilliant inventor.

2. In a group discussion, elect three detail sentences and add (on the board) to the topic sentence.
   Example: Thomas Edison was a brilliant inventor. His incandescent bulb turned night into day in America's homes and streets. His phonograph brought music and laughter into millions of living rooms. He was also one of the fathers of the moving picture.

3. Next allow the students to choose a detail sentence and using it as a topic sentence, expand it into a paragraph by adding three detail sentences to support or explain it.
   Example: His incandescent bulb turned night into day in America's homes and streets. No longer did municipal streets have to rely upon inefficient, expensive gaslights or arc lamps to make them safe and passable after sunset. No more would farm housewives strain their eyes in the dim glow of candles or kerosene lamps as they performed evening chores. For rich and poor alike, young and old, the little incandescent bulb was like an extra eye that made everything marvelously visible in the darkness.

4. Have individual compositions read aloud. Each student's paper will be unique as far as the new supporting sentences are concerned, but all of these sentences will still be related in various ways to the original topic sentences.

5. Follow up worksheet:

   a. Look up democracy in an encyclopedia.

   b. Write a topic sentence about democracy.

   c. Write three detail sentences about democracy.

      1. The first sentence must tell how a person gets power in democracy.
      2. The second sentence must tell what a democracy is like.
      3. The third sentence must tell why democracy is a good form of government.

II.A.7. Paragraphing: Organization

Objectives: The student answers questions correctly.

Procedure:

Assign a paragraph and the following questions to be answered:

> Example: There are many ways that you can earn extra spending money. Busy mothers are glad to have someone to baby-sit for them. Often families pay to have their lawns mowed. You can get a job as a paper person to earn money. Tending children, cutting grass and delivering papers are some of the opportunities you have to earn extra cash for special spending.

1. What is the paragraph about?
2. Is earning money suggest in the first sentence?
3. Is earning money suggested in the second sentence? Which words?
4. Is earning money suggested in the third sentence? Which words?
5. Is earning money suggested in the fourth sentence? Which words?
6. Is earning money suggest in the last sentence? Which words?
7. Do the sentences in this paragraph answer the questions "How", "Who", "What", or "Why"?

II.B.1. Topic Sentence

Objectives: The student writes answers to questions in complete sentences.

Procedure:

Design worksheets to implement the specific objectives.

1. "How" worksheet will stress that "in what manner" or "what process" means the same thing as "how". Questions can include:
    a. How do you get to school in the morning?
    b. In what ways can you learn about the presidents of the U.S.A.?
    c. What process do you go through to sign out a library book?
    d. Use each detail sentence as a topic sentence for a new paragraph.
    e. Make sure you add a restatement sentence for each paragraph.

2. "Why" worksheet will stress that phrases such as "which people" or "name the people" mean the same as "who." Questions can include:

   a. Who makes your school run?
   b. Which teams have the best chance of winning the Series?
   c. Who makes good hamburgers?

3. "What" worksheet should stress that phrases such as "describe" or "give the name" means the same as "what." Questions can be similar to:

   a. What are the characteristics of each of the four seasons?
   b. Name the parts of a kitchen sink.
   c. In ten years, what do you think you'll be doing?
   d. What makes baseball players famous?

4. "Why" worksheet should stress that phrases such as "give the reasons" or "defend your position" mean the same thing as "why". Questions can include:

   a. Give the reasons why an ant is not welcome at picnics.
   b. At a baseball game, why does the manager take a pitcher out?
   c. Why do you think some people get into trouble?

Adaptations for content area:

Adjust questions to subject matter.

II.B.2. Topic Sentence

Objectives: The student writes answers to questions in complete sentences.

Procedure:

Prepare an exercise using questions similar to the following. The directions should be at the top and reinforce the lesson.

Example: Answer each question in sentence form. Phrases such as "in what place" or "at what location" mean the same thing as "where".

1. Where is the coldest place in the U.S.A.?
2. In what state is the Statue of Liberty usually located?

3. Where is the topic sentence in a paragraph usually located?
4. In which drawer do you keep your socks?

Adaptations for content area:

Adjust questions to subject area.

II.B.3. Topic Sentence

Objectives: The student writes answers to questions in complete sentences.

Procedure:

Design a worksheet as follows:

Write a topic sentence that would answer each of the following questions:

1. Which is easier for you to do, addition or subtraction?
2. Which do you prefer to read, fiction or non-fiction?
3. Which season of the year offers the best sports?

Adaptation for content area:

Adjust questions to subject matter.

II.B.4. Topic Sentence

Objectives: The student writes topic sentences for paragraphs when supporting sentences are supplied.

Procedure:

Give five supporting statements on a ditto. Ask students to write a topic sentence for a paragraph that includes these five statements:

Example A: First you get your hair wet.
Then you rub shampoo onto your scalp and hair.
When you have worked up a good lather, you rinse the soap out of your hair.
Usually you repeat the process two times.
After the second rinse, if your hair squeaks, you know it's clean.

Example B: They live in South America.
Some anaconda snakes grow to be 30 ft.
The anaconda is a water snake.
The anaconda snake strangles its victims.
The anaconda snake is no poisonous.

Adaptations for content area:

Use material appropriate to area.

II.B.5. Topic Sentence

Objective: The student writes appropriate topic sentences.

Procedure:

Provide the students with a list of supporting details for developing a paragraph, such as:

The beaches are not crowded.
Motel rates are lower.
Nights are comfortably cool.
The pace of life is more relaxed.

Have each student write one topic sentence which includes each of the above details.

After the writing is finsihed, discuss with students the various topic sentences they have written, using the discussion period to point out the purpose and importance of the topic sentences.

Sample checklist directions:

Does each paragraph I have written contain a sentence which introduces the details I have discussed?

II.B.6. Topic Sentence

Objective: The student writes a topic sentence for each paragraph.

Procedure:

Have each student devise a list of five adjectives. Exchange with a neighbor. For each adjective the student should write one sentence that describes the same object.

Collect the papers and read each one aloud. Have students try to guess what the object is. Explain that the difficulty in guessing is caused by a lack of any topic sentence (among other things). A reader should not have to guess about a topic. Have students invent some topic sentences to go with their paragraphs.

II.B.7. Topic Sentence

Objective: The student writes an effective topic sentence.

Procedure:

Paragraph expansion--as a class or on an individual basis, choose a topic.

Example: School Vandalism

Ask the class to think of related words.

Examples: Graffiti, burglary, breaking and entering, paint, fire, cherry bombs, locker destruction, plumbing.

Ask students to write a paragraph using these words. The students should feel free to use the words in any position within the paragraph.

Examine some sample paragraphs. Ask if there is one sentence that tells what the whole paragraph is about. Point out the importance of a topic sentence.

Have students write a paragraph for each of the original sentences. These original sentences have now become topic sentences for their own paragraphs.

Follow-up activity: As a writing assignment at home, have each student do the following:

Topic: "My Favorite ____________________"

Make a list of three details
Create a sentence for each detail
Write a paragraph for each sentence

II.B.8. Topic Sentence (May span several class periods)

Objectives: The student identified particular sentences in a paragraph.

Procedure:

1. Assign a worksheet using this format:

"Looking at this scrapbook reminds me of the fun we had at camp. This photo shows the greased watermelon races in the pool. There's the snapshot of the frog-hopping contest when our frog jumped into the leader's pocket. That picture was taken during the skit when we dressed up in funny costumes. The pictures in this album help me remember the good times we had in the summer."

a. Underline the topic sentence.
b. What sentence says almost the same thing as the topic sentence? Underline this sentence twice.
c. Where do you find the sentence you underlined twice?
d. Is this the restatement or summary sentence?
e. Cross out the detail sentences.

Alternate Activity:

Distribute a completed outline derived from a news article. From this outline ask students to write a coherent news article. After writing the news article, students will compare their article to the original.

2. Assign a worksheet using this format:

"An insect's body is divided into three sections. Two antennae grow from the head sections. Six legs are attached to the thorax or middle section. The abdomen is the third and largest part of the body. The head, thorax and abdomen are the three parts of an insect's body."

a. Write down the topic sentence in the paragraph.
b. Write down the restatement sentence in the paragraph.
c. Underline the words and phrases in the topic sentence and the restatement sentence that echo one another.

3. Assign a worksheet with ten sentences in random order. Five will be topic sentences, five will be restatement sentences.

Example:

Birds fly south
An early morning dip gets the day off to a good start.
The best way to make a sundae is to combine several flavors of ice cream.
A swim before breakfast makes the whole day happier.
To make an ice cream sundae, you need at least 2 kinds of ice cream.
Birds migrate to keep warm and to find food.

Include these directions:

a. On a separate sheet of paper, write the pairs of sentences that mean the same thing.
b. Underline the "echo" words in each pair.

4. Assign a worksheet using this format:

Example:

Most Americans know who George Washington was.

a. What is the topic this sentence introduces?
b. Will the detail sentences anser "Who?" "What?" or "Why?"
c. Compose a restatement sentence for the topic sentence given and write it.

d. Underline the "echoes" between your sentence.

Other topic sentences could be:

This is a good way to make brownies.
There are several reasons why a child under four should not have a pet.

5. Divide the class into teams and assign the following game sheet to each team. Leave room on the ditto to write each sentence.

Topic - Some things about school you do not like.
Paragraph must answer the question "Why?".

a. First Player - Write a topic sentence ______________
____
b. Second Player - Write one detail sentence to support the topic sentence the first player wrote ______________
____
c. Third Player - Write one dtail sentence to support the topic sentence ______________
____
d. Fourth Player - Write one detail sentence to support the topic sentence the first player wrote ______________
____
e. Fifth Player - Write a restatement sentence to reinforce the topic and detail sentences above ______________
____

Discuss in your group: Do you think having more than one author makes it easier or harder to write a paragraph?

After the discussion, write a paragraph telling why you think it is easier or harder to write a paragraph with more than one author.

II.B.9. Topic Sentence

Objectives: The student writes answers to questions in complete sentences.

Procedure:

Prepare an exercise using questions similar to the following. (The directions for the exercise should be at the top and reinforce the lesson.)

Example: Answer each question in sentence form. Phrases such as "In what year" or "at what hour" or "during what time" mean the same thing as "when". Be sure to name a time in your answer.

1. During what season do leaves fall off the trees?
2. At what hour is your favorite television show?

3. When do you like to get up in the morning?
4. What part of a baseball game is the most exciting?
5. In what year did we land a man on the moon?

Adaptations for content area:

Use questions appropriate to subject matter.

II.C.1. Transitions

Objective: The student writes a composition using linking expressions.

Procedure:

Have the students choose a subject they know well and write this as a title on top of their papers. Then have them list some of the things they know about this subject. Next, ask them to compose sentences general enough to combine two or more of the phrases they listed.

Using these as topic sentences, have the students expand them into paragraphs. Arrange the paragraphs in a logical order to explain the subject they are writing about. Prior to this, linking expressions can be discussed and listed on the board.

Adaptation for content area:

This activity lends itself to any topic chosen from science, social studies or math.

II.C.2. Transitions

Objective: The student uses transitional words to form smooth, complete sentences.

Procedure:

Finish the sentences below:

1. After he talked for an hour
2. When I feel happy
3. As soon as I finish my homework
4. In time I will do it, but first
5. Next time we go shopping

   a. Did I check for the signal words?
   b. Did I use complete sentences?
   c. Did I follow the directions?

Signal words give clue as to what tense of the verb one should use.

Examples:

Past	Present	Future
yesterday	now	tomorrow
in the past	today	as soon as
previously		eventually

II.C.3. Transitions

Objective: Students make the necessary corrections in verb tenses.

Procedure:

Rewrite the sentences below making all necessary corrections.

15 Channel Drive
Mineola, NY 11501
Whenever

Brock Sporting Goods
Common Place, U.S.A. 00000

Gentlemen:

In the past I have been quite satisy with your products and service. I regret to inform you this was not the case recently.

I purchase a ten speed bicycle at your store. At home I start to put it together and discover one piece was defective. I pack it back up and attempt to return it.

The salesperson inform me that none of their products were ever defective. He refuse to even look at the part. Finally, I ask to speak with the manager. The gentleman repeat what the salesperson had said. It took me two hours to convince them to look at the defective piece. Then, they admitt it was defective and exchange it for another bicycle.

I was quite surprise that I receive this treatment. It both anger and embarrass me. If you wish to keep your excellent reputation, I suggest that you take appropriate measures to prevent a repetition of this episode.

Sincerely,

J.L. Northrup

a. Did I follow the directions?
b. Did I copy correctly?

II.C.4. Transitions: Verb Tenses

Objective: Students make the appropriate corrections in verb tense.

Procedure:

This is an excerpt from Winter and Summer by Laurie Lee. Rewrite it putting all in the past.

Winter was no more typical of our valley than summer, it was not even summer's opposite, it is merely that other place. And somehow one never remembered the hourney towards it, one arrives and winter is here. The day came suddenly when all details are different and the village has to be rediscover. One's nose went dead so that it hurt to breathe, and there are jigsaws of frost on the window. The light filled the house with a green polar glow; while outside--in the invisible world--there is a strange, hard silence, or metallic creaking, a faint throbbing of twigs and wires.

a. Did I follow the directions?
b. Did I check for key words?
c. Did I copy correctly?
d. Is the verb tense consistent?

II.C.5. Transitions: Verb Tenses

Objective: Students use verb tenses consistently.

Procedure:

Ditto an old newspaper article and give it to the class. Say that this event happened yesterday and changes are necessary. Have the students change the article to the past tense.

Objective: Students use verb tenses consistently and accurately.

Procedure:

Have students write a letter to a friend. One paragraph should tell what happened in the past few days, another what they plan to do later that day or week (future), and one explaining their assignment (present).

a. Did I follow the directions?
b. Did I use complete sentences?
c. Did I proofread my paper?

II.C.6. Transitions: Verb Tenses

Objective: Students use verb tenses consistently.

Procedure:

Rewrite the paragraph below supplying the missing verbs. Rewrite it in the past, then present, and finally in the future tense.

Jean _______ to the park. As she _______ down the path by the baseball game, she _______ someone at bat. As she _______ closer, she _______ to see that it _______ her brother.

Objective: Students will use the proper verb tense.

Procedure:

Add the missing verb. Use the signal words to decide if it should be in the past, present, or future.

1. Yesterday we _____by the pond. Today we _____ on the mountain.
2. Tom _______ slowly now, but he _______ faster later.
3. My favorite flavor of ice cream _____ coffee. Two years ago it _____ butter pecan.
4. In three months I ______ in college. I still need to ______ where I _____.
5. Eventually I _____ to visit the Grand Canyon. For now, I _____ for the Statue of Liberty.

   a. Did I follow the directions?
   b. Did I check for the signal words?
   c. Did I check for coherence?

II.C.7. Transitions: Verb Tense

Objective: Students recognize errors and make appropriate corrections in verb tense.

Procedure:

Someone miscopied this excerpt from Mark Twain's "The Mississippi from Two POints of View." Rewrite the paragraph putting all verbs in the past tense.

Now when I had mastered the language of this water (as a pilot), and had come to know every trifling feature that border the great river as familiarly as I knew the letters of the alphabet, I had make a valuable acquisition. But I had lost something, too. I had lost something that could never be restore to me while I lived. All the grace, the beauty, the poetry, has gone out of the majestic river! I kept in mind a certain wonderful sunset which I will witness when steamboating is new to me. A broad expanse of the river was turned to blood; in the middle distance the red hue brightened into gold, through which a solitary log come floating, black and conspicuious; in one place a long, slanting mark lay sparkling upon the water; in another the surface will be broken by boiling, tumbling rings, that were as many tinted as an opal; where the ruddy flush was fainted, will be a smooth spot that was covered with graceful circles and radiating lines, ever so delicately traced; the shore on our left is densely wooded and the somber shadow that fell from this forest will be broken in one place by a long, ruffled trail that shone like silver' and high above the forest wall a clean-stemmed dead tree waves a single leafy bough that will glow like a flame in the unobstructed splendor that was flowing from the sun. There were graceful curves, reflected images, woody heights, soft distances, and over the whole scene, far and near, the dissolving lights drifted steadily, enriching it every passing moment with new marvels of coloring.

a. Did I follow the directions?
b. Did I look for signal words?
c. Did I copy correctly?

II.C.8. Transitions: Verb Tenses

Objective: Students use verb tenses consistently.

Procedure:

The paragraph below is an excerpt from Star Wars by George Lucas. Change the paragraph to the present tense.

Lude found himself squinting as they entered the Cantina. It was darker inside than he would have liked. Perhaps the regular habitue's of this place were unaccustomed to the light of day, or didn't wish to be seen clearly. It didn't occur to Luke that the dim interior in combination with the brilliantly lit entrance permitted everyone inside to see each newcomer before he could see them.

Moving inward, Luke was astonished at the variety of beings making use of the bar. There were one eyed creatures and thousand-eyed creatures with scales, creatures with fur, and some with skin that seemed to ripple and change consistency according to their feelings of the moment.

Hovering near the bar itself was a towering insectioned that Luke glimpsed only as a threatening shadow. It contrasted with two of the tallest women Luke had ever seen. They were among the most normal-looking of the outrageous assemblage of humans that mixed freely among alien-counterparts. Tenticles, claws, and hands were wrapped around drinking utensils of various sizes and shapes. Conversations was a steady babble of human and alien tongues.

a. Did I follow the directions?
b. Did I copy correctly?
c. Did I proofread my paper?

II.C.9. Transitions: Verb Tenses

Objective: Students use verb tenses consistently.

Procedure:

Using the first verb as a guide, make the verb tense consistent in the paragraph below.

a. Mr. Randolph, our science teacher, took a trip to a beaver pond to study the habits of beavers. The trip will take all day. He takes his lunch with him. He studies how beavers make dams. He also learned what beavers like to eat. He sees how a beaver warns other beavers of approaching danger. Mr. Randolph will learn many things from this trip.

Mr. Randolph, our science teacher took a trip to a beaver pond to study the habits of the beaver. The trip ______ all day. He _____ his lunch with him. He ______ how beavers make dams. He also ______ what beavers like to eat. He ______ how a beaver warns other beavers of approaching danger. Mr. Randolph ______ many things from this trip.

b. Sydney Carton is so devoted to Lucie Manette that he said he will do anything to keep a life she holds dear next to her. When her husband is sentenced to death during the French Revolution, Carton went into the prison and changed places with him. In this way, he died in place of Charles Darnay, who escapes to England with Lucie and his family.

a. Did I follow the directions?
b. Did I check for the signal words?
c. Did I re-read it to be sure that verb tenses are consistent?

II.C.10. Transition

Objective: The student uses linking expressions within paragraphs.

Procedure:

Write linking expressions denoting time on the board. Next, duplicate a paragraph and omit words referring to time. Ask students to supply missing words.

Hesitantly, Joe approached the door of the classroom. ______ he watched the noisy students as they called to each other across the room. Even though Joe realized the consequences of the step, his ______ was a long slow walk to the single, empty desk. ______, the newcomer was aware of careful scrutiny from his neighbor. ______, since running out of the room was too obvious, Joe slowly sat down in his seat. In the ______, the other students had stopped talking. All eyes were directed at Joe; ______, the teacher came into the room and announced the arrival of a new student.

Linking Expressions: first, presently, eventually, then, second, finally, afterward, meantime, next, meanwhile, soon.

II.C. 11. Transition

Objective: The student uses linking expressions to achieve transition within paragraphs.

Procedure:

Write a paragraph using the linking expressions which refer to time sequence: first, second, next, presently, finally, meanwhile, meantime, eventually, afterward, soon and then.

Suggest topics:
Baking a cake
Building a bird feeder
Constructing a model
Cleaning the house
Washing the car
Learning to drive

Sample checklist questions:

Did I...
...use linking expressions?
...include all of the steps?
...arrange the procedure sequentially?

II.C.12. Transition

Objective: The student writes a paragraph with smooth transitions between sentences.

Procedure:

Give the students a list of connectives:

again
also
and
besides

although
as if
but
conversely

as
because
consequently
since

above
across
around
finally

Ask students to select a paragraph from one of their previously written assignments. During the first part of the period, have them rewrite that paragraph by placing any connectives at the beginning of sentences. Stress their freedom to juggle the position of sentences.

Write a sample of the finished product on the board. Discuss the effectiveness of transitional devices.

Sample checklist direction:

Have I made transitions between sentences smooth by using connectives?

II.C.13. Transition

Objective: The student writes a paragraph incorporating transitional words and phrases.

Procedure:

Ask students to write a list of actions which must be followed in order to complete a task. For example: cleaning my room, making a peanut butter and jelly sandwich, washing the family car, etc. Ask students to write a paragraph incorporating transitional words and/or phrases to explain the steps which must be followed in order to complete the task.

Sample List of Transitional Words/Phrases:

- in the first place
- finally
- of course
- before
- while
- after that
- when
- however
- naturally
- meanwhile

*Other transitional words/phrases may be used in the paragraph.

Alternate Procedure:

Ask students to write a list of events which occurred prior to a major historical event, invention, etc. Ask students to write a paragraph using transitional words/phrases based upon the list of events.

Topics: President Lincoln's Assassination, Bermuda Triangle Theory.

Sample checklist directions:

Did I...
- ...incorporate steps from the list into my paragraph?
- ...use transitional words/phrases to explain the steps of the task?

II.C.14. Transition

Objective: The student writes appropriate transitional words and phrases.

Procedure:

For each group of words below, rewrite the second sentence to provide a better transition between the two ideas.

1. I signed the books out of the library and began work at once.

   I wrote my working outline, which helped me plan the organization of my paper.

   In the space below, rewrite the second sentence according to the directions above:

   ____

   ____

2. As time passed, I was certain that no other action was possible.

   I took several steps to make sure that my plan would succeed.

   In the space below, rewrite the second sentence according to the directions above:

   ____

   ____

3. If all of these factors are taken into consideration, many problems can be avoided.

   Careful planning is absolutely necessary in writing a successful term paper.

   In the space below, rewrite the second sentence according to the directions above.

   ____

   ____

II.D.1. Sequencing

Objective: The student writes a sentence in proper sequential order.

Procedure:

Write a scrambled sentence on the board and ask students to rearrange the words on paper so they make sense.

Read the answers--encourage children to come up with more than one solution.

Variations:

1. Have students create their own by writing sentences, scrambling them.
2. Make up scrambled sentences using names of children in your room.
3. Have children make up scrambled sentences and exchange with partner for ordering.

II.D.2. Sequencing

Objective: The student manually arranges article pieces into proper sequential order.

Materials:

Ditto page or actual newspaper articles cut up for use by students. (How?)

(You can also use old textbooks or workbooks.)

Procedure:

Have children reassemble article in order.

Discuss solution orally,

Use a second dittoed selection and have each child assemble another selection and then write the paragraph in order.

II.D.3. Sequencing

Objective: The student writes a time line in chronological order.

Procedure:

Have student read a biography or historical fiction.

As he reads, he is to keep a record of the main events or periods (including dates) of the story.

This information may be reported in the form of a time line.

Illustrations will add to the attractiveness and readability of the time line.

1831	Story begins with arrival of Aleuts
1832	Battle of Aleuts
1833	Kimki searches for new home
1835	Villagers leave Ghalas-At
1836	Ramo is killed by wild dogs
1838	Rontu become Karana's pet
1840	Aleuts return with Tutok
1844	Rontu dies Rontu's son becomes her new pet
1848	Occurrence of the earthquake
1852	White men's ship comes to island
1853	White men take Karana to California

ISLAND OF THE BLUE DOLPHINS

by Scott O'Dell

II.D.4. Sequencing: Create A Cartoon

Objective: The student illustrates the main events of a story in proper sequential order.

Procedure:

Have students make a list of between 5 and 10 main events or ideas from a fictional book or article they have read. Their ideas must be in proper sequence.

pply each student with a long thin piece of paper.

ave the student divide the paper into the number of necessary squares, using one box to depict each event of his story, sequentially, cartoon fashion. Encourage students to make these colorful.

Each frame of the cartoon may be accompanied with a short statement of explanation. The cartoon strip should also contain the title and author of the story or article.

The cartoons may all be pasted into a "Friday Funnies" or other sort of collection for sharing.

Variation: The frames may be mounted on heavy tag and cut apart so that students may practice putting them back in the proper sequence.

II.D.5. Sequencing

Objectives: The student writes a description of individual events in a story.

Materials:

Adding machine rolls
Shoe box
Colored pencils

Procedure:

Examine filmstrips with the class. Have them explain what the author does for each frame.

Have students prepare a story which may be made into a movie, dividing his "tape" into several "frames," each with a colorful illustration of some part of the action.

After the illustrations are done, the dialog may be added along the bottom of each frame or taped on a tape recorder.

Have students make a movie theater out of a box (shoe box) with slits in the sides and pencils taped to the ends of the paper make good rollers.

Adaptations for content areas:

Social Studies: take a historic event and have students illustrate events leading up to or the consequences of the event.

Math: the story of Whole Numbers, the Metric Monsters (Mice): for teaching metrics; the Dividing Dragon: to teach division.

Science: the eruption of a volcano, the water cycle, metamorphosis.

II.D.6. Sequencing:

Objectives: The student writes the rules of a game in proper sequential order.

Procedure:

The student may either make a game or use a commercially prepared game for this activity.

He should then write the rules (in order) so that others can play the game.

II.D.7. Sequencing:

Objectives: The student arranges material in proper sequential order.

Procedure:

Discuss cartoons, humor and the importance of order in evoking humor.

Discuss the solution of the cartoon sequence with the student.

Have the students cut cartoons out of the newspaper, mount them on cards or heavy paper, and shuffle the frames.

Then have students put frames in order.

Have students develop a paragraph explaining what is happening.

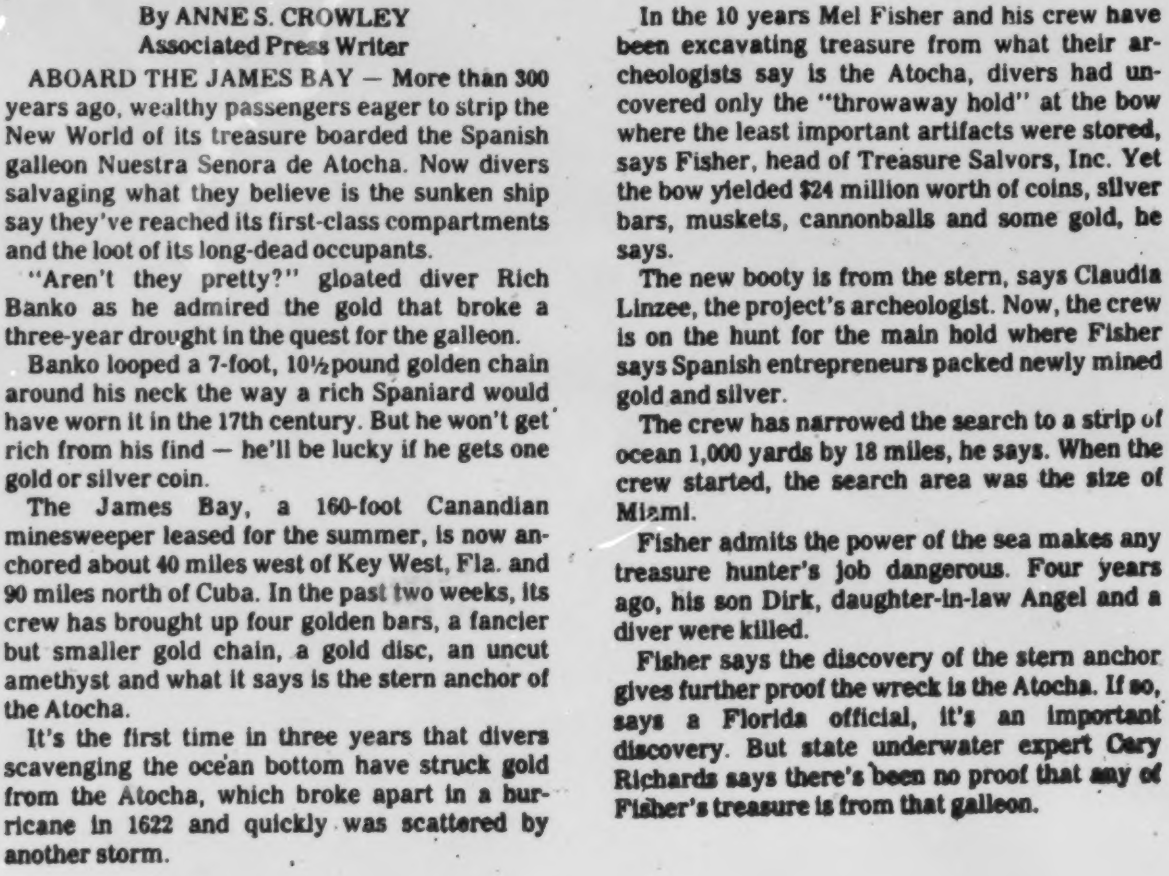
Variations: You can also use old workbooks, library books, etc.

II.D.8. Sequencing: Outlining

Objective: The student writes an outline from a newspaper article.

Procedure:

Ask students to read an article. Present an outline which is out of sequence. Arrange main topics and sub-topics of the outline.



By ANNE S. CROWLEY
Associated Press Writer

ABOARD THE JAMES BAY — More than 300 years ago, wealthy passengers eager to strip the New World of its treasure boarded the Spanish galleon Nuestra Senora de Atocha. Now divers salvaging what they believe is the sunken ship say they've reached its first-class compartments and the loot of its long-dead occupants.

"Aren't they pretty?" gloated diver Rich Banko as he admired the gold that broke a three-year drought in the quest for the galleon.

Banko looped a 7-foot, 10½pound golden chain around his neck the way a rich Spaniard would have worn it in the 17th century. But he won't get rich from his find — he'll be lucky if he gets one gold or silver coin.

The James Bay, a 160-foot Canandian minesweeper leased for the summer, is now anchored about 40 miles west of Key West, Fla. and 90 miles north of Cuba. In the past two weeks, its crew has brought up four golden bars, a fancier but smaller gold chain, a gold disc, an uncut amethyst and what it says is the stern anchor of the Atocha.

It's the first time in three years that divers scavenging the ocean bottom have struck gold from the Atocha, which broke apart in a hurricane in 1622 and quickly was scattered by another storm.

In the 10 years Mel Fisher and his crew have been excavating treasure from what their archeologists say is the Atocha, divers had uncovered only the "throwaway hold" at the bow where the least important artifacts were stored, says Fisher, head of Treasure Salvors, Inc. Yet the bow yielded $24 million worth of coins, silver bars, muskets, cannonballs and some gold, he says.

The new booty is from the stern, says Claudia Linzee, the project's archeologist. Now, the crew is on the hunt for the main hold where Fisher says Spanish entrepreneurs packed newly mined gold and silver.

The crew has narrowed the search to a strip of ocean 1,000 yards by 18 miles, he says. When the crew started, the search area was the size of Miami.

Fisher admits the power of the sea makes any treasure hunter's job dangerous. Four years ago, his son Dirk, daughter-in-law Angel and a diver were killed.

Fisher says the discovery of the stern anchor gives further proof the wreck is the Atocha. If so, says a Florida official, it's an important discovery. But state underwater expert Cary Richards says there's been no proof that any of Fisher's treasure is from that galleon.

1. Hurricane of 1622
2. Excavation in 1969
3. Search of main hold
4. Booty from stern
5. Spanish galleon Nuestra Senora de Atocha
6. Authenticity questioned
7. Dangers of project
8. Deaths
9. Artifacts of lesser significance
10. Breaking apart of the ship
11. Coins, silver, gold, cannonballs, muskets
12. Gold, anchor, uncut amethyst
13. Recent discoveries
14. The James Bay

Sample checklist directions:

Did I...
...choose important ideas as the main topics?
...arrange the details under the appropriate heading?

II.D.9. Sequencing: Outlining

Objective: The student writes an outline.

Procedure:

Assign an article to be read by students. Ask students to outline the article. Present on an overhead projector an outline written by the teacher. Compare the outlines and discuss the differences in individual perception.

II.D.10. Sequencing: Outlining

Objective: The student writes an outline based on a newspaper article.

Materials:

A newspaper or section of a newspaper for each student.

Procedure:

The student chooses a short article from the newspaper and reads it. After reading the article, the student should write on his own paper the following:

1. A Roman numeral for each paragraph.
2. Underneath each Roman numeral, write the question answered by each paragraph. Label these questions with capital letters.
3. Write answers to the questions and label with Arabic numbers. Each answer should be broken into at least two parts.

After finishing this in class, have students exchange papers. For homework, each student should write an article from the outline he received in class.

Compare the student article to the newspaper articles when class resumes the next day.

Student checklist statement:

Have I...
...followed the order of the outline?
...mentioned every question and answer?

II.D.11. Sequencing

Objective: The student uses time sequence.

Procedure:

Include sentences from a paragraph that are out of sequence. Ask students to write the sentences in paragraph form.

1. By early afternoon Walter decided to give up.
2. But the moose was traveling through and kept going.
3. He trudged in after dark, tired and sick, and I felt as bad as he.
4. Walter followed the moose all that day without catching sight of it, made a fire and camped under a spruce tree in below-zero weather, and took the trail again at daylight (the next morning).
5. That was the only moose track we had seen, and the closest we had come to killing fresh meat, through the entire winter.
6. His homemade snowshoes were wearing out, and he was getting so far from camp that he did not dare continue his trek.

*Adapt paragraph to grade level.

II.D.12. Sequencing

Objective: The student arranges a group of related sentences to form a smooth, logical paragraph.

Procedure:

Arranging sentences in order.

Duplicate the sentences below and distribute a copy to each student. Ask one student to read aloud. Example:

A. Even Grandma Smith collects something - she saves ribbon from Christmas packages.

B. Not to be surpassed by her husband, Mrs. Smith began to collect old postcards.

C. The Smith family are collectors.

D. That inspired her brother, Rob, to start building modern airplanes.

E. When their daughter, Susan, was given a Spanish doll, she decided to collect dolls from all over the world.

F. The collecting craze began with Mr. Smith's stamp collection.

Sample checklist directions:

Did I...
...choose an interesting topic sentence?
...arrange details, examples, or comparisons in the order that explains the topic sentence?
...add a concluding sentence?
...check to be sure that all ideas refer to the topic sentence?

II.D.13. Sequencing: Outlining

Objective: The student writes an outline based upon a newspaper article.

Procedure:

Distribute a brief newspaper article to each student. Ask each one to read his article silently. Write the outline below on the blackboard. Ask students to complete the outline using the news article as a reference.

Sample outline:

HEADLINE (TOPIC SENTENCE)

I. Who
  A.
  B.

II. What
  A.
  B.

III. When and Where
  A.
  B.

IV. How
  A.
  B.

V. Why
  A.
  B.

*Note: Students should be informed that the number of sub-topics may vary.

II.E.1. Using Specific Examples

Objective: The student relates, orally, information found by using people as a resource.

Procedure:

Ask your mother and father (guardian) whay they did for fun when they were your age. Choose two or three of these activities which you would like to do. Make up some variations of these activities and adapt to today's materials.

Draw a picture of some of the activities described by parents. This reinforces non-verbal language skills.

Variation:

Compare and contrast the differences between the activities enjoyed by parents and grandparents with the activities enjoyed by students. Consider the following questions:

1. Why were these activities enjoyed during your parent's time?
2. Why did they choose them?
3. Why could your activities not be enjoyed then?

Write a composition answering these questions.

II.E.2. Using Specific Examples to Describe - Name That Item

Objective: The student writes a paragraph describing an item.

Procedure:

How would you describe a spoon if you couldn't say its name or tell what it's used for?

This task requires perception, thought and the ability to use words.

Bring to class a vareity of objects - a thimble, an old doorknob, button, jewelry. Provide at least one item per child. Put the objects in a paper bag and ask each child to reach in and pull one out. Point out that they should not show their items to each other.

Discuss the ways things can be described - by color, weight, texture, shape, and so on. Show the class a sample object and work with them to describe it. Then have each child write a paragraph describing the item he or she has chosen. Remind the children that they are not allowed to use the object's name or tell its function.

After the children finish writing, collect the paragraphs and the objects. Reach each description aloud, asking the students to try to guess which object it refers to. Then arrange the items on a table or attach them to a sturdy piece of cardboard to create a novel display.

*Useful tool for developing colorful or descriptive vocabulary.

II.E.3. Using Specific Examples - A Class Who's Who

Objective: The student writes a biographical sketch of a fellow student.

Procedure:

1. Develop with the class questions that a writer might ask a student celebrity such as: What are your favorite hobbies? What quotation best describes you? What accomplishment are you most proud of?

2. The students then work in pairs, taking turns being writer and celebrity.

3. Information is written up by each student.

4. Articles can be bound in a book, illustrated by students, placed in library or classroom place of honor. Dittos can be made and booklets sent to parents.

Adaptations for content area:

For social studies, assign celebrity status using names of famous people relevant to the course of study.

II.F.1. Unity

Objective: The student writes a story based on an everyday object.

Procedure:

Take advantage of the avalanche of flower and seed catalogs that are available in springtime and have students write creative stories in which a plant or flower, found in a catalog, is the main character.

First ask the students to "leaf" through a section of garden catalogs and brochures and choose a favorite plant or flower. Then, have them give their plant or flower character a name and their story a title, such as, "Carrie Cantaloupe's Catastrophe" and "The Adventures of Bennie the Bean".

Encourage youngsters to write clever stories that include researched facts about the plant's life, such as where it is grown, what kinds of soil and climate are most favorable for growth, the length of germination and the growing season and the appearance of blossoms, fruits or vegetables.

When the stories are completed, suggest that the children draw, paint, or cut out a picture of their character from a seed catalog, paste it on to construction paper and embellish it with body features. Then, ask the children to read their finished stories aloud to the class and display their pictures.

II.F.2. Unity

Objective: The student writes a paragraph with relevant supporting details.

Procedure:

Each student should write a paragraph dealing with a particular subject. These paragraphs will be read aloud and analyzed by the class. How does each sentence relate to the paragraph as a whole? Is each sentence relevant to the topic?

Place on the board questions dealing with the topic.

Examples:

When?
Why?
Who?
Where?
Which?

Does every sentence answer one of these questions?

Follow up activity: On the same topic have the students list pertinent questions as above. Next to each questions, a sentence should appear to answer the question. Place each sentence into a paragraph.

Sample checklist direction:

Is every sentence answering a question about my topic?

II.F.3. Unity

Objective: The student uses unified supporting details to develop topic sentences.

Procedure:

Prepare a number of topic sentences, such as the following:

Television commercials do not deserve all the criticism they receive.

Today's teenagers have more educational opportunities than their grandparents had.

II.G.1. Coherence - Story Stimulators

Objective: The students write a creative story.

Procedure:

1. Ask student to use the letters of his first (or last) name as the beginning letters of words in the title.

   Example:

   Bill - Below in Luxury Land
   Linda - Living In Nearby Dinosaur Area

2. Students will then write stories to go with their titles.

II.G.2. Coherence

Objective: The student organizes written material through the use of paragraphing, topic sentence, sequence, specific examples to support their position, unity and coherence.

Procedure:

The teacher will display an unfamiliar picture or assign a topic. The following questions will be answered,

1. What is the picture's topic? What is the assigned topic?
2. State the topic sentence form being sure your sentence can introduce a paragraph that answers the question "Who?" "What?" or "Why?" about the topic.
3. List three or more details about the topic in sentence form.
4. Do the detail sentences have unity? Test them for unity. Do they sound correct when you read them? Do they need to be reworded? Decide on the best order for your sentences and write them in that order below.
5. On a piece of lined paper, write the topic sentence and detail sentences in paragraph form.

Variation:

Many numbered pictures can be placed in the front of the room. Students choose one, follow the directions above, and read their paragraphs out loud. The rest of the class tries to guess the number of the picture chosen from the paragraph read.

Adaptations for content area:

Choose pictures or topics appropriate to the subject matter.

II.G.3. Coherence

Objective: The student writes coherent paragraphs.

Procedure:

The paragraph below is incoherent because it consists of a series of short, choppy sentences. Improve the coherence be rewriting the short sentences into compound or sentences or by combining the ideas with phrases.

> Many questions arose concerning General Custer's actions. The Battle of Little Big Horn has been a subject of many controversies. Admirers of Custer's army started a rumor. The rumor was that a dark-skinned cadet at West Point from 1846 - 1850 was actually Sitting Bull. These admirers could not accept the defeat of crack cavalry troops by savages. Frederick Whittaker published a biograph of General Custer. Whittaker blamed General Remo for not riding to rescue Custer. None of these questions can be answered. All of the participants are dead.

Sample checklist directions:

Do the ideas in my paragraph "fit together" well?

Note: The exercise is also appropriate for subordination and coordination of ideas, as well as for transition.

After rewriting the paragraph, students should be encouraged to read them to each other before the teacher reacts to the assignment.

II.G.4. Coherence

Objective: The student uses supporting details in writing paragraphs.

Procedure:

Demonstrate the construction of a paragraph. Write a general statement on the board. Then ask students to respond to questions concerning the subject.

In this area, senior citizens receive many benefits.

Whom (or what) are we writing about?
What do they do (or what happens to them)?
What kind of (or which)? Contrast of comparison example.
When?
Where?
How?
Why?
How many (much)?

On the board, write a paragraph composed by the class.

Assign a paragraph and provide the topic sentence. Emphasize technique and importance of supporting details.

After completing assignment, ask students to choose a partner and read the paragraphs aloud. Assess adherence to technique of answering questions.

II.G.5. Coherence

Objective: Students from a coherent paragraph.

Procedure:

The sentences below are out of order. Number them to form a coherent paragraph.

__a. Both sides presented their evidence.
__b. The courtroom was called to order.
__c. Witnesses were selected.
__d. The sentence was given.
__e. It was a beautiful, lazy day.
__f. The jury left to decide a verdict.

Objective: Students form smooth, coherent sentences.

Procedure:

Use a transitional word to smoothly join the sentences below.

1. We went to the store for the flour. They were sold out.
2. Donna stayed up all night reading that book. She was late for work.
3. Look before you leap. Be careful.
4. Ben should not have hit his sister. Lysa should not take his game without asking.
5. They went to the party for an hour. They went roller skating.

   a. Did I follow the directions?
   b. Did I check for coherence?
   c. Did I use complete sentences?

Example of transitional words.

As a result
In other words
On the other hand
Then

II.G.6. Coherence - Alphabetical Order

Objective: The student chooses words from a newspaper or magazine in alphabetical order.

Materials:
Newspaper
Magazine
Paste
Paper

Procedure:

1. Have students cut out the words in alphabetical order from a newspaper or magazine. The words must be chosen by the first letter of each word.

2. Have students write a story using each of the words they cut out. Important: Do not suggest the second activity until they are finished with the first. This will keep the children from picking words to fit a story they already have in mind.

Variation:

For those students who could not choose a word with an initial letter in alphabetical order, adapt this to include any word with the letter in it, but have the students circle the correct letter.

III.A.1. Run-on: Scrambled Sentences

Objective: The student constructs sentences from individual parts.

Procedure:

Teacher or students wirte complete sentences on heavy paper. Cut these sentences apart and place the pieces in envelopes.

Students work in pairs or individually to reconstruct the pieces into a sensible sentence.

III.A.2. Run-on: Sentence Structure

Objective: The student recognizes a complete sentence.

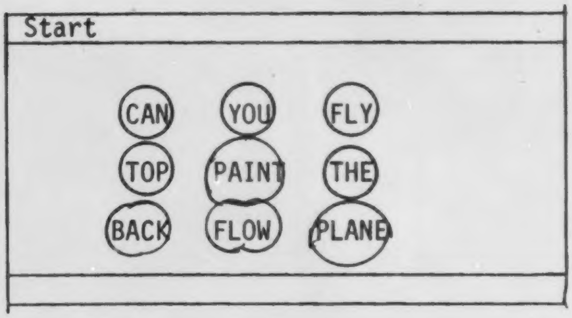
Procedure:

On a duplicating master draw at least six circles. Put them in rows of three circles each. Both the circles and rows themselves should touch in order to create the effect of a stone path. Write each one of the words in a sentence in adjoining circles, either vertically, horizontally, or diagnoally. Designate the first word of the sentence "start" and the circle containing the last word "finish." In the remaining circles, write words that do not make a sentence or do not fit into the original sentence.

Below the design write these instructions:

> "Can you get from start to finish and form a sentence? You may move horizontally, vertically, or diagonally, but you may not skip over a word. There may be more than one solution."

Duplicate copies of the puzzle. You may also want to supply the students with blank copies of the puzzle so that they can create their own word paths.



III.A.3. Run-on: Sentence Sense

Objective: The student constructs a sentence from specific parts of speech.

Materials: Cubes - Use a different cube for each of the major parts of speech. Label cubes with words.

Example:

Noun Cube - Motorcyle, wastecan, rug, gum, pencil, toe.

Adjective Cube - beautiful, ugly, strong, silly white, glum.

Procedure:

A player throws at least 4 cubes.

He must then try to make a sentence out of the scrambled words he turns up. Words may be added depending on the cubes used (articles if an article cube is not used.)

When a sentence is formed, the student then copies the sentence on materials provided in the area where the game is played.

III.A.4. Run-on: Sentence Structure

Objective: The student arranges parts of speech to form a complete sentence.

Procedure:

1. Prepare 52-card deck as:

    10 nouns
    10 verbs (which will agree with the nouns)
    7 prepositional phrases
    9 articles (3 each a, an, the)
    6 conjunctions (and, but, or)
    10 adjectives

2. Shuffle and deal and play according to rummy rules.

    2 players - deal 10
    3 players - deal 7
    4 or more - deal 6

3. Each player in turn must either draw a card from the top of the deck or take the face card up. He then discards.

    Whenever a player has put together a complete sentence, he lays on the table all the cards forming the sentence.

Any player may eliminate a card from his hand by adding it meaningfully to someone else's sentence.

4. Object of game is to be the first to eliminate all the cards in one's hand.

5. Place students in groups and have them write sentences. Then cut them up to form other rummy decks.

Variation:

1. Add numbers to cards, to be totaled at the end of each hand (counting against the players who lose or for the player who "goes out").
2. Modify so that groups of 3 of the same part of speech can be put down.
3. Enlarge deck to include pronouns and adverbs.

III.A.5. Run-on Sentences - Avoiding Them

Objective: The student writes complete sentences with no run-ons.

Procedure:

Give the students two sample sentences - one a compound sentence and the other a run-on.

Example:

I jumped off the roof, and Jack followed.

I jumped off the roof Jack followed.

Point out the physical difference between the two sentences. Stress the fact that the two independent clauses must be joined or separated by something besides air. The three alternatives are:

a. period
b. comma - conjunction
c. semicolon

III.B.1. Fragments- Fractured Phrases

Objective: The student writes sentences incorporating specific word pairs.

Procedure:

Give children pairs of seemingly unrelated words, and ask them to write sentences using the words. Make the word choices sufficiently imaginative to spark creativity, such as rope - angry - eggs - golashes - book - hurricane.

Have them read creations to the class.

Note: *Make an effective bulletin board if they illustrate their sentences.

III.B.2. Fragments

Objective: The student expands fragments into complete sentences.

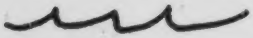
Procedure:

Make a ditto sheet with drawings or pictures that are incomplete and have the students complete the pictures and add words to the sentence to make it complete.

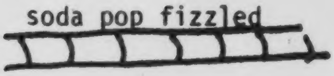
Example:

We played and

by the sea.



soda pop fizzled



The beautiful green snake

The students can make up their own sentence fragments and have their friends supply the missing parts to make them complete sentences.

III.B.3. Fragments - Sentence Solvers

Objective: The student constructs a sentence from a fragment or run-on sentence.

Material: Labels and cards.

Procedure:

Write the game moves on labels and attach them to any game board.

Make a set of cards with various types of sentence problems.

Example:

Start here		Finish you win!
	Move ahead 2 spaces	Draw 3 cards- Move 1 ahead

Sample cards:

the barn
are cows in
the

at the
lake

The pears
in the
salad

I liked
the movie
The part with
the robot

The cat jumped
then the cup
fell on the
floor and
then the baby
cried and then
we went to bed

Directions: 2-6 Players

1. Move into the first space, draw a card, tell what is wrong with it, and correct it.

2. If correct, move as directed on the space. If incorrect, stay put and try again on the next turn.
3. The player who gets to Finish first wins.
4. After students have played the game and have become familiar with the cards, have them make up new cards for the game.

III.B.4. Fragments: Heart -O- Grams

Objective: The student writes sentences from given phrases to convey a message.

Materials:
candy hearts
glue
9" X 12" paper
hearts

Procedure:

Have children write a valentine message in complete sentences with the candy hearts (glue hearts to paper).

Example:

Phrases - "I'll wait"/"those eyes"/"sweet talk"

Sentence - "Don't close those eyes to this message.
I'll wait for you to send some sweet talk."

III.B.5. Fragments: Writing Complete Sentences Without Fragments

Objective: The student writes independent clauses.

Procedure:

Give the students a paragraph written entirely in fragments.

> Abraham Linclon. Was a great American,
> Who grew a beard. And wore a hat. He
> freed slaves.

Discuss the reasons these groups of words are fragments. Notice how each is functioning - noun, verb, adjective, etc. Point out that complete sentences must be able to stand alone and make sense even when taken out of context. Have the students form these into complete sentences.

For a follow-up exercise, have a paper, preferably from another class, prepared for the overhead projector. This student paper should include an abundant supply of fragments. Correct these errors with the class.

III.B.6. Fragments

Objective: The student writes complete sentences from fragments.

Procedure:

1. On the board write examples of fragments and complete sentences.

   Driving to New York
   The dry, baked earth

   Driving to New York through the rain is a chore.
   The old man walked slowly over the dry, baked earth.

2. Provide an exercise which includes fragments. Underline the fragment and then eliminate the fragment by incorporating it into a sentence.

   a. The widow built a home on the edge of the lake.
   A huge stone castle that was reminiscent of a
   Viking fortress.

3. Each student composes a complete sentence from a fragment.

   Walking in the street

III.B.7. Fragments

Objective: The student expands fragments into complete sentences.

Materials: Newspaper or magazine advertisements.

Procedure: Fragments in Advertisements

Duplicate a sample advertisement that contains fragments and distribute a copy to each student. Ask one student to read the advertisement aloud. Initiate a discussion of the difference between a complete sentence and a sentence fragment. Ask for examples of fragments from the advertisement. Write these on the blackboard. After analysis of the advertisement, ask students to write a list of fragments and their correct, complete sentence revisions.

Alternate Activities:

A. Students may wish to locate their own samples of advertisements containing fragments. These ads may be exchanged in class following the format above.

B. Students may wish to create their own original advertisements containing fragments. New products, services, etc., can be focal points of these ads. Creative students would find this alternative stimulating. Materials could be obtained from the art department.

Follow-Up:

Initiate a class discussion about why fragments are used in advertising and the effects of such on the consumer.

*Sample advertisement attached.

When it comes to rustproofing...

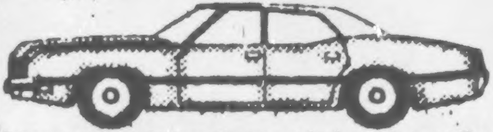
Once is not enough.

Tuff-Kote Dinol

Tuff-Kote rustproofs your car twice with our exclusive 2-Step System.

Many rustproofers say they can rustproof your new car. But only Tuff-Kote rustproofs your car *twice* with our exclusive 2-Step System.

Step 1. Penetrant.



A new car can start rusting even before it leaves the showroom. That's where Tuff-Kote's unique penetrant comes in. It creeps down to the bare metal to help stop existing rust.

Step 2. Sealant.

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Across From BACKUS FORD

III.C.1. Variation: Suspended Sentences

Objective: The student recognizes subjects and predicates.

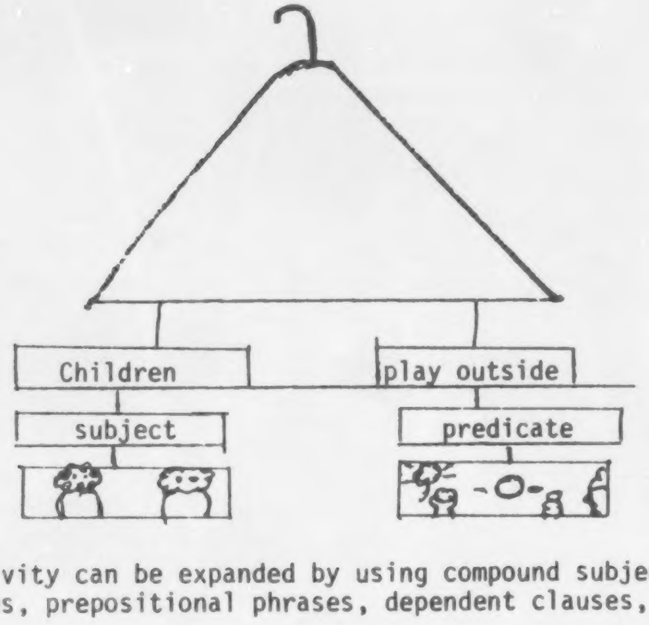
Materials: Have the following materials ready for each child:

a wire coat hanger
two long strips of oak tag, 4 inches wide and the length of the hanger
scissors
a felt-tip pen
string

Procedure:

Students are asked to write a simple declarative sentence on one side of one piece of oaktag and then divide the sentence into subject and predicate with a slash After you have checked that the sentences are separated correctly, have the children cut the other strip in two and write "subject" on both sides of one half and "predicate" on both sides of the other. Next, have them draw or cut out pictures that illustrate each of the sentence sections.

Finally, have the students use string to suspend the "subject" card from the subject of the sentence, the "predicate" card beneath the predicate and the pictures from the appropriate cards. The children complete their mobiles by tying the strips on which the sentences are written to the hangers. When the mobiles are hung in the classroom as decorations, your students can analyze sentences by reading each others'.



This activity can be expanded by using compound subjects and predicates, prepositional phrases, dependent clauses, etc.

III.C.2. Variation: Sentence Surgery

Objective: The student classifies parts of speech from a complete sentence onto a given chart.

Materials: A list or ditto with several sentences on it. Example shown below:

"Hurray, we are going to the circus and then to the movies."

Noun	Pron.	Adj.	Verb	Adv.	Prep.	Inter.	Conj.	Article Det.
1. Circus	we		are	then	to	Hurray	and	the
2. movies			going		to			the
3.								
4.								
10.								

Procedure:

Each player is given a duplicated sheet (mentioned above).

When the teacher signals, the pupils start "taking the first sentence apart," placing each word where it belongs in the first division of the chart.

The pupil with the most words correctly listed is the winner.

Adaptations: A chart can be set up to classify sentences.

Statement	Exclamation	Question	Request	Command
1				2

1. John is ten years old.
2. Close the door.

Emphasize: The use of a word in a sentence determines its part of the speech.

III.C.3. Variation: Treasure Hunt

Objective: The student writes examples of sentence types.

Materials: paper, pencil or pen, books (reading, language)

Procedure:

In an allotted amount of time, have students search for the different kinds of sentences in reading books and recopy them on their paper.

Go over this exercise with the class.

Give point value for a more intensive search:

5 pts. for command
4 pts. for request
3 pts. for an exclamation
2 pts. for a question
1 pt. for a statement

III.C.4. Variation: Descriptive Sentences

Objective: The student writes sentences with a variety of structures.

Procedures:

Review the four basic sentence patterns with the class: N-V; N-V-N; N-LV-N; N-LV-Adj. Discuss how some authors change the word order. Include basic sentence patterns to produce a desired effect, i.e., special emphasis, suspense or simply variety.

Put the following sentences on the board:

1. A vase stood on the table (On the table stood a vase.) Emphasis.
2. A small cat walked onto the stage (Onto the stage walked a small cat.) Suspense.
3. A truly great man stood there. (There stood a truly great man.) Emphasis.

Discuss how sentences which use the same basic sentence pattern have a tendency to become monotonous. Change the patterns around and the story will be much more interesting.

Activity:

Have the children practice writing several sentences (3 or more) on a piece of paper in a familiar pattern. Write one or two of these sentences on the board. Have the children invert these sentences and discuss the effect that inversion has on the meaning of the sentence (emphasis, suspense).

Then, assign a paragraph in which the students must use at least 3 inverted sentences.

III.C.5. Variation - Potpourri

Objective: The student arranges a group of related sentences to reconstruct a story.

Materials: Old texts/newspaper articles/workbooks. Tear out interesting stories. Cut them apart. Place the sentences in a box file labeled with the story's name.

Procedure:

Have children select a box and reconstruct the story from its sentences. Have them copy the story on their own paper.

Additional Activity:

Children can answer questions from story.
Children can draw pictures of character.
Children can draw pictures of exciting part.

III.C.6. Variation: Sentence Forming Fun

Objective: The student writes a complete sentence from a structured word list.

Procedure:

From a dictionary or a spelling book, select ten or twelve words, preferable as unrelated as possible.

The players write these words in a vertical list, one at a time.

Example:

1. Impressed
2. Astronaut
3. Striking
4. Rushed
5. Streamlined
6. Where
7. Nuts
8. Nowhere
9. Smoothness
10. Hot

Now each player tries, within a given time, to compose a sentence using all the words in the order in which they are listed. He may write a few words either before or after each given word in such a way as to connect it to the rest of the words in his sentence. When time is up, the sentences are read aloud and compared.

A sentence using the above list could be:

> "Impressed by the astronaut, whose appearance was striking, the mob rushed toward the streamlined spacecraft, where nuts and bolts were nowhere to be seen, to feel the smoothness of its hot surface."

III.C.7. Variation: Subordination

Objective: The student subordinates ideas to write complex sentences.

Procedure:

Prepare a number of groups of sentences, such as the samples below. Have the students combine the sentences into one smooth sentence by subordinating one or more of the sentences in each group into an adjective or an adverb clause. (Note: Good answers will vary.)

1. Inflation was considered the most important national problem.

   Energy and taxes were major concerns of the people surveyed.

2. My cousin is a writer.

   He has written several books about Europe.

   He has never left New York State.

3. The boat docked.

   The authorities took the woman to the police station.

   She was formally identified as Mrs. Joseph Jones.

4. The Indians had been reduced to a tribe of six hundred.

   They had to rely on their government agent for supplies.

   They were totally inadequate.

5. I had always wanted to attend Yale.

I went to UCLA.

I majored in business adminstration.

Sample checklist directions:

Are the ideas of the sentence combined effectively so that they "fit together" well?

III.C.8. Variation

Objective: The student uses a variety of constructions to combine ideas in sentences.

Procedure:

Prepare a number of sentences similar to the example below. Have students combine the two sentences in as many different ways as possible. (Some sample answers are included; however, the sample answers given may not exhaust all the different correct possibilities.)

Example:

Bill is taking several difficult courses.
He has homework every night.

Sample answer:

Bill is taking several difficult courses, and he has homework every night. (Compound sentence.)

Bill is taking several difficult courses and has homework every night. (Compound predicate.)

Because Bill is taking several difficult courses, he had homework every night. (Adverb clause.)

Bill, who is taking several difficult courses, has homework every night. (Adjective clause.)

Taking several difficult courses, Bill has homework every night. (participial phrase.)

III.C.9. Variation: Sentence Building From an S-V Pattern

Objective: The student builds upon the basic sentence pattern (S-V) by adding different parts of speech to make the sentence more specific.

Procedure:

Select a short, general S-V sentence pattern and write "N" on the blackboard. Have it read aloud. Initiate a discussion of the S-V pattern as a base from which a more specific sentence can be built. Write the following example on the blackboard.

```
  s      v
John   walked.
```

Ask the class to make the sentence more specific by adding a preposition, an article, a noun, and adverb.

```
  s     v
John  walked
            (preposition) (article) (noun) (adverb).
```

Possible answer:

```
  s     v     prep.  art.   n.     adv.
John walked through the  library quietly.
```

Now change the parts of speech to formulate an entirely different sentence.

Distribute copies of S-V patterns and parts of speech slots to each student.

Examples:

1. The acrobat jumped.
   (conjunction) (verb) (prep.) (art.) (n.)

2. The waiter was annoyed.
   (conj.) (v.) (art.) (n.)

Sample checklist directions:

Did I

.....build upon the basic S-V pattern by adding different parts of speech?
.....use the part of speech required?
.....use the part of speech correctly?
.....use correct spelling?

III.C.10. Variation

Objective: The student writes a sentence using a word from a selected list as a noun, verb, adjective or adverb.

Procedure: Sentence Structure/Parts of Speech.

Duplicate the list of sample categories and words below. Distribute a copy to each student. Ask a student to select one word from the list. Write that word on the blackboard. Ask each student to write a sentence using that word as a noun, verb, adjective or adverb. Now ask students to volunteer to write this sentence on the blackboard. Ask students if anyone wrote a sentence using the word as a different part of speech. Write that sentence on the blackboard. Initiate a discussion on changing parts of speech through context.

Example:

Categories

noun
verb
adjective
adverb

Word List

1. Chisel
2. haughty
3. media
4. brightly
5. contagious
6. items
7. kindness
8. soon
9. daily
10. criminal

1. The criminal attempted to scale the prison wall. (noun)
2. The criminal nature of the incident intrigued the detective. (adj.)

Follow-Up:

Write student responses on the board. Student answers will vary. Of special interest will be those sentences which use the same word but reflect use of a different part of speech.

III.D.1. Placement of Modifiers

Objective: The student writes descriptive sentences.

Procedure:

Make a ditto which includes the directions and diagram below.

Go over directions with students.

Directions:

Read sentence 1 in part A. In the empty boxes write two words to tell what kind of monster.

In sentence 2, the new words you add will tell what kind of boy.

In sentence 3, your new words will tell where the monster was or what the monster was doing.

Expand the sentences in parts B and C, just as you did in part A.

A.

The boy saw a	(what kind of)	monster.		
The	(what kind of)	boy saw a	(from sent. 1)	monster.
The	(word from #2)	boy saw a	(word from #1)	monster
(where or doing what).				

The students then write the sentences out, filling in the blanks with adjectives and adverbs.

Teachers will supply as many diagrams as necessary to help the students in writing descriptive sentences.

III.D.2. Placement of Modifiers: Put It in Writing

Objective: The student constructs sentences from a give word list.

Materials: Reproduce a ditto sheet or put sentences on the board and have students rearrange them.

Example:

Sam	is	runner	a	fast

a	dog	brown	saw	a	little	cat	ball	with

spaceship	meteor	the	flash	with	in	a	a
silver	collided						

Procedure:

On a ditto:

The order of words in our sentences is very important to what we want to say and how we want it to sound.

Vary the order of each set of words to develop as many sentences that "make sense" as you can.

You can cut out and move words around, if you wish.

You must add punctuation to your finished sentences.

You may form questions.

Use all words in each set in each sentence you make up.

1. Sam a runner is fast

____

____

2. a dog brown saw a little the cat ball with

____

____

3. spaceship meteor the flash with in a a silver collided glowing

____

____

* Fill in the back of this page with at least 4 more sentences for each set.

Variation:

Students could exchange original sentences in class.

III.D.3. Placement of Modifiers

Objective: The student writes sentences with accurately placed modifiers.

Procedure:

On the board write a sentence which contains a dangling modifier. Discuss the phrase and rewrite the sentence correctly.

Naive and inexperienced, the intrigues of politics amazed him.

Naive and inexperienced, he was amazed by the intrigues of politics.

Ask students to rewrite the following sentences and correct the dangling modifiers.

An excellent buy, many people purchased the tent.

To complete the paper, the library had to be visited.

Follow-up activity:

Duplicate students' sentences which include misplaced or dangling modifiers. Ask students to revise sentences by positioning modifiers correctly.

III.E.1. Parallel Structure: Batter-Up

Objective: The student recognizes related items of equal importance.

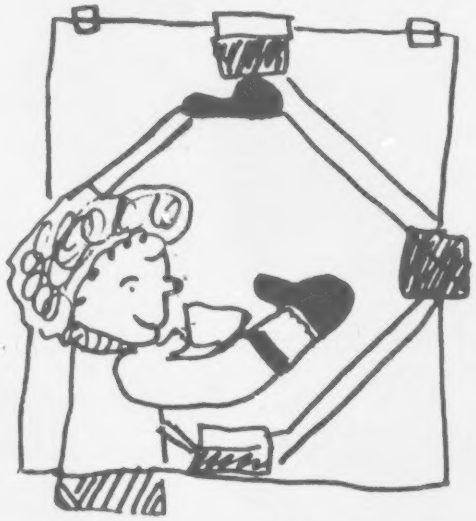
Material:

Draw a baseball diamond on a large sheet of paper and tape it to a wall.

Make 4 pockets large enough to hold 3" x 5" index cards and put a pocket at home plate and each base.

On the index cards write questions relating to parallel structure.

Each player is give a miniature oak tag baseball cap with his or her name to use as a marker. For each correct answer the player advances the cap one base.



Sample Cards:

Choose the word that does not belong: ponds, lakes, farms, pens, vegetable

Which is correct?

I like swimming
and to eat.
I like to swim
and to eat.

Play continues until a team has 3 outs.

Team with the most runs wins.

Ask the students to create three cards on parallel structure to add to the game.

III.E.2. Parallel Structure: One Liners

Objective: The student will rewrite sentences while maintaining original meanings.

Materials: Write famous one-line quotations at the tops of different charts.

Procedure:

Children select a quote and rewrite it, using their own words but retaining the original meaning of the quote. Add each rendition of the quote to the chart so that other students can read, compare, and discuss the sentences.

Example:

"Give me liberty or give me death"
Patrick Henry

"I'd rather die than lose my freedom"
Gail

"Let me have a stilled heart before a stilled voice"
Joe

III.E.3. Parallel Structure

Objective: The student writes sentences with effective parallel structure.

Procedure:

Sentence reduction - Have the students write a series of sentences following your example, with similar structure.

Example:

My dog likes to eat.
My dog likes to bite.
My dog likes to run.
My dog likes to swim.

Point out the monotony of this technique if placed into paragraph form.

Have the students combine all the sentences into one. This is parallel structure.

Example:

My dog likes to eat, bite, run, and swim.

Hqve the students write another series of sentences using gerunds. Go through the same procedure as before. On the board, experiment with mixed verbals to show a lack of parallel structure.

Sample checklist direction:

Have I written similar ideas in similar form?

III.E.4. Parallel Structure

Objective: The student uses parallel structure in writing.

Procedure:

Provide the students with a list of phrases, such as:

turning off the lights
lock the doors
to feed the dog
close all windows
notifying the paper boy

Have the students combine these items into a single sentence, rewriting phrases which lack parallelism.

Note: Good answers will vary. Discuss with students the various ways in which the sentence can be written correctly.

Sample checklist directions:

Have I expressed ideas of equal importance in parallel form?

III.F.1. Wordiness

Objective: The student gains practice in eliminating wordiness.

Procedure:

Rewrite these sentences eliminating all instances of repetition and wordiness.

1. It is my idea and theory that many people of all different ages spend many hours of the day, day in and day out, in front of the television watching various different television shows.

2. During a goodly number of the games that Babe Ruth played in he was just about always the star of the game, which made him want to be a star in every game and to play good games so he could star in the games every time.

3. Because his parents refused to let him go see the show that he wanted to go see, he left home and ran away to see the show he wanted to see.

4. The cost of things we must buy, as well as the cost of living, have been going up so fast that the average, everyday family can't afford to pay the prices of the increasingly higher expenses that go into the increasing inflation.

5. An interesting subject that I have become interested in is vegetarianism, but I have a few questions that cause me to question the wisdom of using substitutes for meat that take the place of meat.

6. Computers have influenced life today by bringing progress to life in our life today.

7. In the Olympics it is my belief that participants in the Olympics join together at the Olympics in a feeling of brotherhood at the Olympics that is felt by everyone.

8. When you want to find where a book is in the library, look up the title of the book in the card catalogue in the library that tells you where books in the library are located.

9. The winning conqueror graciously invited the defeated losers to join him in a victory dinner to celebrate his winning.

10. The bright and beautiful day was clear and was perfect for the walk we planned to take that day, providing that the day was nice.

    a. Did I follow the directions?
    b. Have I used complete sentences?
    c. Did I check for coherence?

III.G.1. Repetition

Objective: The student eliminates repetition.

Procedure:

Eliminate all repetition from the paragraph below.

George's favorite game is baseball, George plays baseball whenever George has a chance. Sports can be fun and George thinks that baseball is the sport that is the most fun.

III.H.1. Awkwardness: Sentence Structure

Objective: The student rewrites sentences that are awkward, wordy, or unclear.

Procedure:

Prepare a number of sentences similar to the examples below. Have the students rewrite the sentences as directed.

1. Rewrite the following sentence so that it will no longer be awkward.

   I have never seen a sweater as colorful as my brother Bob.

2. Rewrite the following sentence so that the items in it are parallel.

   A good advertisement should emphasize the buyer's need for the product, make the product attractive, and that the advertisement should catch the buyer's attention.

3. Rewrite the following sentence to eliminate the dangling modifier.

   Listening to the broadcast of the symphony orchestra, my radio was struck by lightning.

4. Rewrite the following sentence to correct the incorrect modifiers.

   Jimmy can pitch good even when he feels badly.

5. Rewrite the following sentence in the active voice.

   When the final standings were published by the league, a letter of protest was sent by our coach.

6. Rewrite the following sentence, eliminating the word is entirely. (Other words may also be omitted.)

   The burning of trash is the cause of pollution that is dangerous.

7. The following sentence is underdeveloped. Rewrite it, expanding both the subject and the predicate.

   The dog was barking.

8. The following sentence is wordy and redundant. Rewrite the sentence so that it will be clear and concise.

> On the festive holiday of Thanksgiving, members of my family find themselves eating enormous amounts of food and completely ignoring their usual dietary habits of moderation and restraint.

9. Reduce the following compound sentence to a simple sentence with a compound predicate.

> In my letter of complaint, I listed my grievances, and I asked for a full refund.

10. Reduce the dependent clause in the following sentence to a participial phrase.

> The man who was calling my name appeared to be very upset.

III.H.2. Awkwardness; Sentence Structure

Objective: The student writes sentences that clearly state ideas.

Procedure:

On the board, write a series of sentences and discuss which one is clearly written.

> The reason for legalizing off-track betting is on the grounds of lost tax money.
>
> Off-track betting should be legalized to prevent loss of tax money.
>
> This statement was about the only one which all of the Indians who fought in the Battle of Little Bighorn agree.
>
> This statement was one of the few agreed upon by all of the Indians who fought in the Battle of Little Bighorn.

Rewrite each of the sentences to avoid awkward expressions.

> Watergate was instrumental in the declining Republican support.
>
> Several small companies in the United States are producing electric-powered automobiles using the lead-acid batteries as power sources.
>
> People are San Jose's major problem concerning pollution because they are responsible for the polluting.

III.H.3. Awkwardness: Appropriate Word Choice

Objective: The student writes concise sentences to avoid wordiness.

Procedure:

1. Write a sentence on the board. Ask students to rewrite it and omit unnecessary words.

   in the month of April a young man of eighteen is likely to daydream in fantasies during the day about the physical charms and attributes of lovely feminine women.

   (In April a young man is likely to daydream about lovely women.)

2. Divide class into workable groups. Distribute sentences which include wordiness. Ask students to rewrite sentences concisely.

   Anyone can be subject to receiving a citation of violation if an officer of the law believes an illegal traffic violation has been committed.

   A fine involving a certain amount of money will be demanded, which is dependent on the nature of the traffic violation that has been committed.

   If the alleged offender of the law has implicit evidence of being innocent of his or her charge, he or she may appeal the charge in a court of law presided over by a judge and a jury.

   High school, college, and university students have the knowledge now more than they ever did in the past that a degree from an institution of higher learning can be the significant key leading down the trail to jobs that are better and lives that are richer.

   To solidify the lucidity of the life insurance policy, it is necessary to subject said document to the scrutiny of a person trained in the art of reading legal language and the terms and phrases particular to the insurance industry.

III.H.4. Awkwardness: Appropriate Word Choice

Objective: The student uses appropriate word choices.

Procedure:

Choose sentences from students' compositions in which inappropriate words are used. Duplicate sentences and discuss the nature of the errors: slang expressions, cliches, unclear, or awkward words. Duplicate the same sentences, but omit the inappropriate word. Ask students to supply the appropriate word and discuss choices.

Sample Checklist directions:

Did I
...eliminate slang, unclear, or awkward words?
...omit cliches?

IV.A.1. Agreement: What's Whose?

Objective: The student writes singular and plural possessives correctly.

Procedure:

1. Prepare a large chart or a bulletin board divided into 2 sections.
2. After introducing (or reviewing) possessives, have students write examples of possessives in proper section.

Singular Possessive	Plural Possessive
(Singular noun + 's + object)	(plural noun + ' or 's + object)
Sam's book	kids' corner
teacher's desk	boys' row
clock's hands	students' lunch boxes
faucet's drip	people's noise

3. Students may wish to make their own copies of the chart.
4. Students may be asked to write a number of sentences using phrases.
5. They may wish to illustrate 1 singular possessive and 1 plural possessive sentence.

IV.A.2. Agreement: Slotting Techniques - Noun Phrases

Objective: The student completes sentences using appropriate nouns and/or noun phrases.

Procedure:

Prepare sentences, a paragraph, a letter, or an experience chart, leaving slots for subjects or direct objects.

Example:

__________ won the second heat of the race.

__________ found ten gold nuggets in the creek.

__________ explored the damp, cold cave.

The three boys scrambled the __________.

The pitcher threw a __________.

Student checklist:

1. Have I used specific nouns which agree in number with the given verbs?
2. Are my sentences "sensible" or complete?

Variations:

Slotted sentences or paragraphs which pertain to any unit of study in social studies or science may be developed to reinforce vocabulary development.

IV.A.3. Agreement: Subject and Verb

Objective: The student writes sentences with correct subject and verb agreement.

Procedure:

Review rules of agreement which pertain to singular and plural nouns, compound subjects and predicate nouns, collective nouns, amounts, and titles.

Write a list of subjects on the board and ask students to write sentences. Emphasize agreement of subject and verb.

soccer and tennis
mathematics
audience
twenty-five miles
woman
team
two hours
bread and butter
Police Story
The Pearl
crew
women
Bob and Pat
five dollars

Ask students to read samples and discuss rules pertaining to singular and plural nouns.

Sample checklist questions:

Did I

.....write complete sentences?
.....punctuate correctly?
.....follow the rules relating to subject and verb agreement?

IV.B.1. Verb Forms: Slotting Technique

Objective: The student completes sentences using appropriate verb and/or verb phrases.

Procedure:

Prepare sentences, a paragraph, a thank you letter, or an experience chart leaving slots for verbs or berb phrases for students to fill in.

Example:

The story below needs action verbs. Read it over carefully. Decide on verbs that will make the story exciting. Write the verbs in the blanks.

The street was deserted. I _______ through the gloom, looking straight ahead. My heart _______ like a drum. Every shodow _________ at me. Sounds that would not have bothered me in the daylight ___________me half to death.

Suddenly, footsteps _________ behind me. They ________ faster. I __________ faster myself. Every part of me _________ to get out of there.

The footsteps ___________ closer. I ___________ to turn around. Then something __________ my back. I ____________________.

"It's only me," my brother _____________ I'll _________ home with you. This dark street really ___________me."

Student checklist suggestions:

1. Have I used verbs that my reader can really see, hear, or feel?
2. Have I been consistent in the tense of my verbs?
3. Do my verbs agree in number with my subjects?

Variations:

1. For social studies:

   In 1776, when the American colonies ___________ their independence from England, Thomas Jefferson __________ the document which ____________ that independence. He was ____________ by Benjamine Franklin and John Adams. Following much discussion and some compromises, the Second Continental Congress _________________ the document.

   Today, we _____________ this event in various ways..........

2. For science, develop a similar paragraph for whatever unit is being studied.

IV.C.1 Pronouns

Objective: Student rewrites a paragraph devoid of pronouns, substituting pronouns were needed.

Procedure:

Duplicate the paragraph below and distribute a copy to each student. Ask one student to read the paragraph aloud. Initiate a discussion of the importance of pronouns in written and verbal language.

Sample paragraph:

_________ roommate Vangy is prcbably the stupidest student _____ ever enrolled at Fricker College. _______IQ may be higher than that of an ox, but the difference is not considerable. Vangy has failed every course at Fricker except trigonometry - ________ didn't sign up for trigonometry because _______ couldn't spell ______. ________ happen to know ________ of the mathematics teachers personally, and _________ get along real well. In fact, Vangy has trouble with the alphabet and has even stopped using the dictionary - ________ waiting for _______ to be made into a movie. Vangy wasted three months on the violin - _______ thought _______ was supposed to blow _______. Once at _______ student union ________ started to tie ________ shoelaces while _______ was in the revolving door. Really, men as smart as Vangy don't grow on trees; __________ hang from __________.

(George W. Feinstein, Programmed Writing Skills, p. 276.)

Alternate Activity:

Ask each student to write an original paragraph devoid of pronouns to exchange with a classmate. After the exercise has been completed, students correct their original paragraph revisions.

Student checklist:

Did I
.....proofread the paragraph carefully?
.....insert pronouns wherever necessary?
.....rewrite the revised paragraph neatly?

IV.C.2 Pronouns

Objective: The student recognizes pronouns used in a sentence.

Procedure:

Put pronouns on the board. Have students write three sentences with one or more pronouns in each.

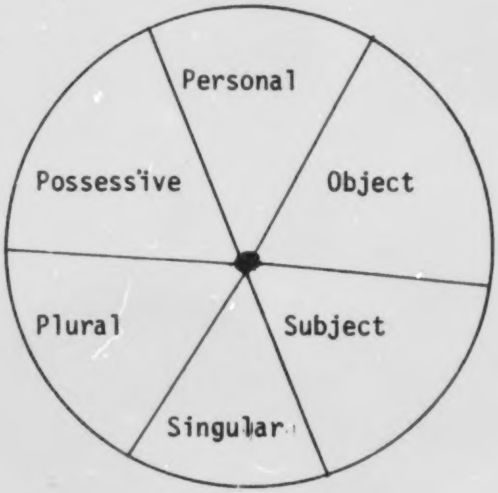
After each student writes their three sentences, have them recite these sentences to the class. Students must write down how many pronouns appeared in each sentence and what the pronouns were.

IV.C.3. Pronouns: Lucky Six

Objective: The student identifies types of pronouns.

Procedure:

1. On a heavy sheet of paper, draw a large circle divided into six pie-shaped areas, each labeled for one type or pronoun. At the center of the circle put a spinner.



2. The group is divided into two to four teams. The teacher or pupil spins the arrow and the first member of Team I must give a word that is commonly used as the type of pronoun the arrow stops on. He must also use his word in a sentence. If he is correct, his team gets one point. The arrow is then given another spin, and the first member of Team 2 responds. The game continues in this manner until each player has had a turn. The teacher keeps score on the chalkboard, and at the end of the game, the team with the most points wins.

   The game can be called "Lucky Eight" and include reflexive and relative pronouns.

IV.C.4. Pronouns: Pinch Hitter

Objective: The student replaces repetitive nouns in sentences with appropriate pronouns.

Procedure:

Review the definition of a pronoun. Have students read the paragraph below and place an appropriate pronoun in place of the underlined noun.

> Janet was not very good with Janet's skis. Janet just never seemed able to keep the skis in a straight line beneath Janet. Usually when Janet put the skis on and started down the hill, Janet found one ski traveling east and one west. The result? You guessed the result! A spill.

IV.C.5. Pronouns: Seven-Up

Objective: The student uses pronouns correctly verbally.

Procedure:

1. Seven children are selected to come to the front of the room. One is selected to be leader.
2. Leader asks students at desks to put their heads down. The seven move about the room, each one touching one of the heads that is down. As a child is touched, he raises his hand to indicate he had been selected.
3. When the seven have returned to the front, the leader commands, "Heads Up," and the chosen seven stand up. The leader then calls on one of the seven up, who has three guesses to determine who touched him. He asks, "Tom, was it you?" Ton answers, "Yes, it was I," or "No, it was not I." If the child guesses correctly, he takes the place of the one who touched him. When all seven have made three guesses, the game continues with a new leader.

IV.C.6. Pronouns: After You, Sir

Objective: The student uses personal pronouns correctly.

Procedure:

Use the following type of dialogue.

> Teacher: Let's pretend that all of you went to a circus last week with friends or relatives. Tell us with whom you went, Mary.

Mary: Mother and I went.
Teacher: John ______________________
John: Uncle Ben, Aunt Susie, and I went.

Discuss this form as both correct usage and the politeness of putting yourself last.

Students can then be asked to write sentences incorporating the concept.

Situations can be varied:

1. A trip to the U.N.
2. Collecting for U.N.I.C.E.F.
3. A football game.

IV.C.7. Pronouns: Mirror, Mirror on the Wall

Objective: The student uses pronouns correctly.

Procedure:

1. Provide each student with an opportunity to be alone with himself in front of a full-length mirror.

2. Tape these directions on the mirror:

   a. Write a paragraph or two describing the person you see in the mirror. Use first person pronouns: I, me, my, etc.

   b. There are many things about a person that can't be seen in a mirror. Now, write about the "self" under the skin: your likes, dislikes, feelings, fears.

   c. Give a title to your story.

Variation:

Later, students might write about each other, using third person pronouns.

IV.C.8. Pronouns

Objective: The student writes sentences with clear pronoun references.

Procedure: Framed Paragraph.

Duplicate a framed paragraph and issue a copy to each student. Tell the students to fill in the blanks with either a proper noun or pronoun.

Example:

> John asked _________ to do the painting, but ___________ said that ____________ couldn't. ____________ said that __________ did not have the patience. __________ could not understand this since ___________ had painted many times before.

Ask for volunteers to write their paragraphs on the board. Point out the concept of reference. Draw attention to any paragraphs that seem to be unclear in reference. Elicit various answers or alternatives and generally experiment with each paragraph. Draw arrows showing reference.

Follow-Up Activity:

Write a paragraph using five pronouns with their antecedents.

Sample checklist directions:

> Have I made the meanings of my pronouns clear?

IV.D.1. Parts of Speech: Describe Me

Objective: The student writes appropriate descriptive adjectives.

Procedure:

1. Present a large cartoon picture of a clown (or a snowman or a dish of ice cream, or anything) on a bulletin board. Identify it as a noun.
2. Have children put up adjective labels.
3. Ask students to incorporate the adjective phrases into a coherent paragraph.

IV.D.2. Parts of Speech: Preposition Parade

Objective: The student indicates the basic function of prepositions.

Procedure:

1. Give each child a piece of candy or play money or a penny and tell him that he can keep it if he can think of a place to hide it. (different from everyone else's place.)
2. Point out that most answers, such as "under my chair" or "in my desk" are prepositional phrases.
3. Then write ten sentences using prepositional phrases. Prepositions should be underlined.

IV.D.3. Parts of Speech: Lyrical Language

Objective: The student identifies colorful words in song lyrics.

Procedure:

1. Students listen to (or read) lyrics of appropriate songs and select (or underline) verbs (or adjectives).

   Example:

   a. "Getting to Know You" from The King and I and "My Favorite Things" from The Sound of Music contain many descriptive adjectives and verbs.

b. "I Feel Pretty" from West Side Story may be used with older children for adjective selection.

2. Students may be asked to select five underlined verbs or adjectives which they really like, and they may try to write their own song lyrics which use these verbs.

IV.D.4. Parts of Speech: Find It

Objective: The student recognizes parts of speech.

Procedure:

1. Make up a list of things you want the children to find, including particular parts of speech or usage the class is studying. Such a list might include nouns, pronouns, verbs, contractions, abbreviations, and various kinds of punctuation enclosed in quotations.
2. Have the children search through old newspapers and magazines which offer a wealth of information.
3. Include in your list how many they are to find - five present tense verbs, for example. Then have them copy the list of items, leaving enough space between them to glue their "finds."
4. Supply the children with scissors and a pile of publications and the search begins. You can organize this activity as a race, with students competing for first place or you can make it a cooperative venture.

IV.D.5. Parts of Speech: Adverb Investigation

Objective: The student indicates the functions of adverbs.

Procedure:

1. Read a short mystery story to the class, or have the students read one on their own.
2. Ask students to write one-word answers to such questions as:

"How was the crime committed?"
"When was the criminal caught?"
"Where did the detective chase the criminal?"

3. Identify these as adverbs.

4. Using the slotting technique, develop a new mystery story.

5. Ask students to use descriptive adverbs to fill in the blanks.

   Suggested starter:

   On my way home from school I was __________ attacked from behind and ____________ knocked to the ground. My head ____________ hit a rock, for the next thing I knew, my neighbor was ______________ calling my name and ____________ patting my hand.

IV.D.6. Parts of Speech: Noun Painting

Objective: The student uses precise vocabulary. (Game to be played by any number of players.)

Procedure:

1. Prepare a deck of cards of nouns. Shuffle and place face down on the table.

2. Player #1 draws top card and places face up. He must "paint" the noun with adjectives within one minute.

   Example: Noun card is home. He says, "happy home," "nursing home," "unhappy home." He scores 3 points.

3. Player #2 draws next card and "paints" it.

4. Highest score wins.

5. Penalties may be invoked for unsuitable adjectives of fumbles.

Vaviations:

1. Cards may be made to review facts about certain events studied in social studies or units of study in science.

2. Students may prepare a deck of adjective cards. Players must think of suitable nouns to use them with.

3. After first deck has been used many times, have students prepare a new deck, using different nouns.

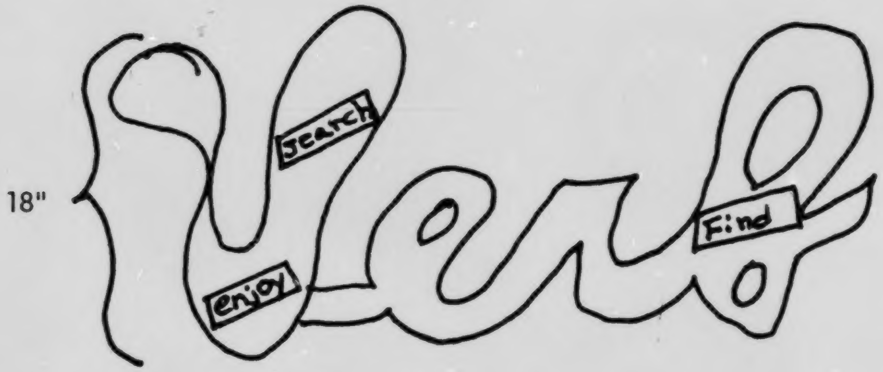
IV.D.7. Parts of Speech: Precisely Picked

Objective: The student recognized nouns, verbs, adverbs, and adjectives from a written page.

Procedure:

1. Select four committees to draw and cut from tagboard the words "noun," "verb," "adjective," and "adverb." (Words should be about 18" high and written in cursive.) Hang them from the ceiling, or place on a bulletin board.
2. Have students select and cut out from magazines words that fit into the four classes.
3. Students may paste their nouns on the word "noun" after their choices have been approved by the "noun committee" who must check all entries.
4. Continue until all four parts of speech are filled.

Example:



IV.D.8. Parts of Speech: Timer Time Bomb

Objective: The student lists several adjectives which modify a given noun.

Procedure:

1. Provide an oven timer or a stop watch that has an alarm.
2. Write a noun on the chalkboard. Choose one which has many possible modifiers.

   Example: man, dinner, lady, party.

3. Wind and set the alarm and begin passing it. As each student receives the timer he must give a different adjective that could describe the noun and pass the alarm on.

4. Students are "out" when the times goes off in their hands, when they can't think of another adjective, or when they repeat one already given.

5. When each student goes "out," he should write 5 sentences, each of which should contain the noun of the day and a descriptive adjective.

Variations:

1. Social studies and science: Use this activity to review facts about an important subject.

   Example: Circulatory System
   Kinds of Sedentary Rocks
   1776
   Theodore Roosevelt

2. For language study, use this activity with adverbs, proper nouns, words with a certain number of syllables, etc.

IV.D.9. Parts of Speech: Dial-A-Word

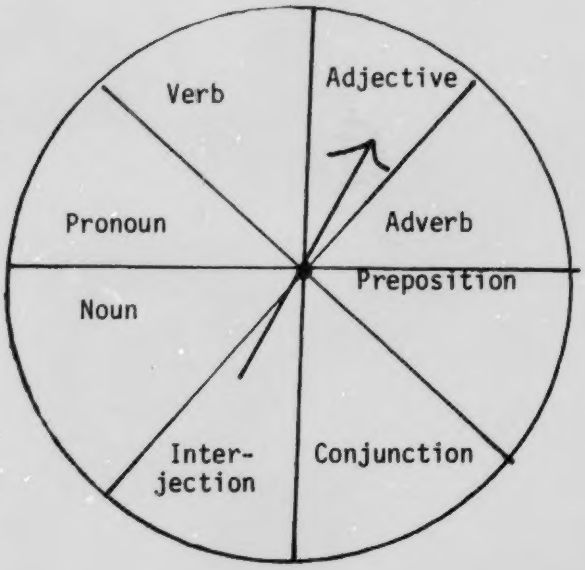
Objective: The student recognizes the parts of speech.

Procedure:

1. On a heavy sheet of paper draw a large circle divided into pie-shaped areas, each labeled for one of the parts of speech. At the center, attach a large arrow that will spin freely.

2. Team members take turns spinning the arrow. Each player must give a word that is commonly used as that part of speech. He must also correctly use his word in a sentnece, verbally. A sentence may also be written on the board. If he is correct, his team gets one point.

3. The game continues until each player has had a turn.

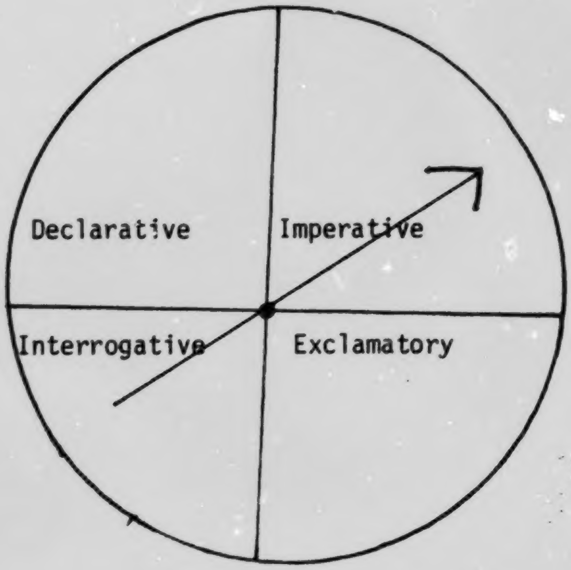

Verb
Adjective
Pronoun
Adverb
Preposition
Noun
Inter-
jection
Conjunction

4. Variation:

Have students spin the dial three times and use the three kinds of words in one sentence.

Variation:

Dial - A - Sentence


Declarative
Imperative
Interrogative
Exclamatory

IV.D.10. Parts of Speech: Who's Got the Ball?

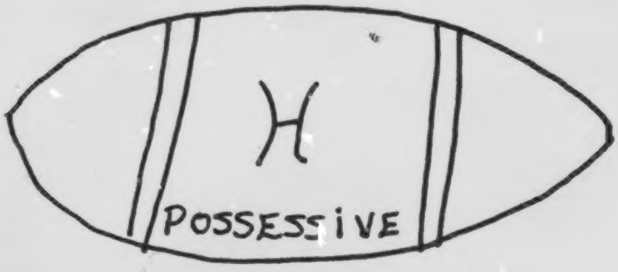
Objective: The student uses the three pronoun cases: nominative, objective, and possessive.

Procedure:

1. This activity can be used in the fall, capitalizing on the students' interest in football.

2. Using cut out magazine or newspaper pictures, make a chart that shows football players throwing, receiving and carrying the ball. Then make the following analogies between the pronoun cases and the palyers' positions: nominative (quarterback) - the person named or doing the naming, carrying out the action or performing the play (I, you, he, she, it, we, us, them): possessive (any player having possession of the ball) - belonging to (mine, yours, his, hers, ours, theirs). Below each picture, paste a paper or cardboard pocket large enough to hold a number of word cards. Label the appropriate pockets "nominative," "objective," and "possessive."

   Fill each pocket with the appropriate word cards. Call on one student at a time to draw a card from any pocket and use that pronoun in a sentence. After the students have shown that they can use the words correctly, ask each one to choose a pronoun card from two or three pockets and include all of them in one sentnece. This is also a good teaching device for the expansion of simple sentences.



IV.D.11. Parts of Speech: Preposition - Insertion

Objective: The student inserts propositions into titles of films, songs, books, etc.

Procedure:

Prepare worksheet with the following titles. Students choose prepositions from the list at the bottom and rewrite the titles or fill in the blank.

1. Gone _ _ _ _ the Wind.
2. Close Encounters _ _ the Third Kind.
3. Fiddler _ _ the Roof.
4. Guess Who's Coming _ _ Dinner.
5. _ _ _ _ _ _ The World in 80 Days.
6. _ _ _ _ The Rainbow.
7. Raisin _ _ the Sun.
8. 20,000 Leagues _ _ _ _ _ The Sea.
9. With a Little Help _ _ _ _ My Friends.
10. Day _ _ Day.
11. When You Wish _ _ _ _ A Star.
12. How to Succeed in Business _ _ _ _ _ _ _ Really Trying.
13. There's No Business _ _ _ _ Show Business.
14. One Day _ _ A Time.

IV.D.12. Parts of Speech: Nouns and Verbs

Objective: The student recognizes nouns and verbs.

Procedure:

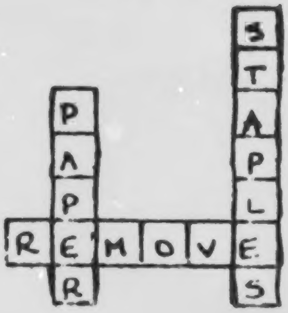
1. Prepare worksheets similar to the examples below.

2. These may be laminated.

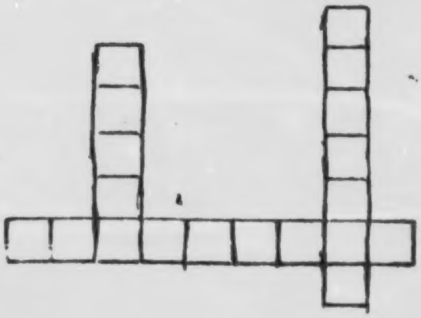
3. An answer key may be provided for self-checking.

You have learned that a noun names a person, place, or thing. Verbs tell whether something is happening now or happened in the past. Find the nouns and verbs in each sentence below and on the next pages. Write the verb for each sentence in the boxes going across. Write the nouns from each sentence in the boxes going down. We have completed the first example for you.

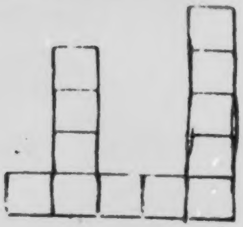
1. Remove the staples from the paper.



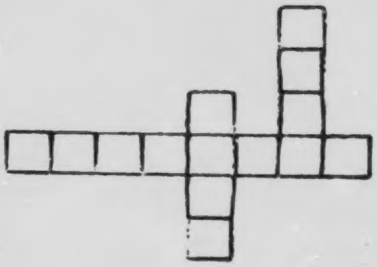
2. The teacher dismissed the class.



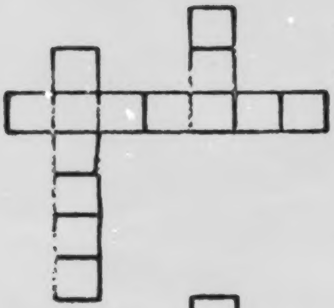
3. My bike needs new tires.



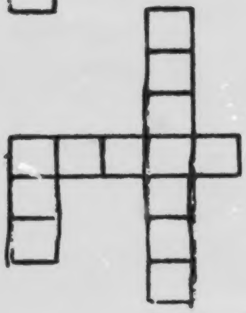
4. The colt galloped to the gate.



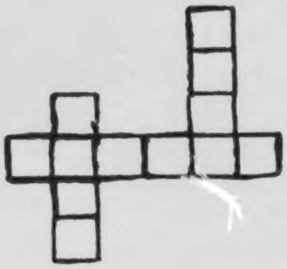
5. My friend brought the dog along.



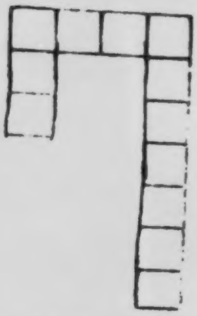
6. The sun shone in the morning.



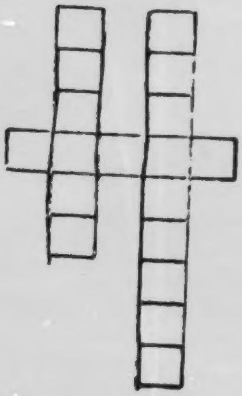
7. The game lasted a long time.



8. The boy blew the whistle.



9. The picnic ended in the late afternoon.



V.A.1. Appropriate Word Choice: Homonym Cross-Word

Objective: The student uses homonyms.

Procedure:

1. Prepare a worksheet containing simple crossword puzzles similar to those below. This may be laminated.
2. Students read clues and try to think of homonyms which fit the puzzles.
3. A key may be provided for self-checking.

WORDS THAT SOUND ALIKE

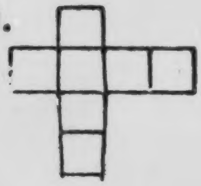
Read each pair of definitions below. The definitions describe two words that sound alike, but are spelled differently. Write the word for definition **a** in the boxes going across. Write the word for definition **b** in the boxes going down.

1. a. where a prisoner is kept
b. the opposite of buy

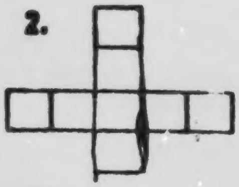
2. a. a type of fruit
b. what gravediggers do

3. a. a large slate for writing
b. not interested

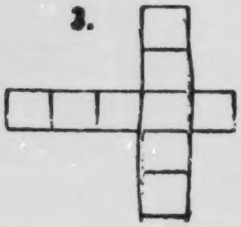
1.



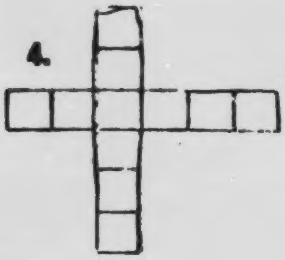
2.



3.



4.



4. a. you scrub this off pots
   b. a country in Europe

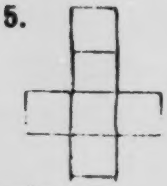
5. a. a small creature at a picnic
   b. she's married to an uncle

6. a. opposite of war
   b. a portion

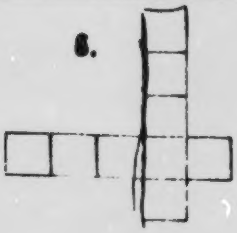
7. a. lifts with a crowbar
   b. a reward in a contest

8. a. estimated
   b. visitor

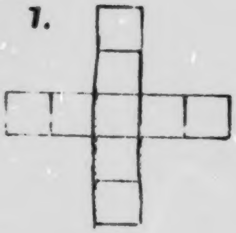
5.



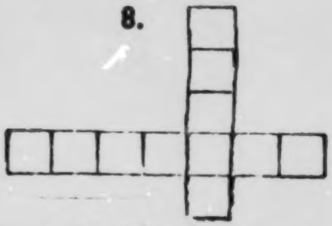
6.



7.



8.



V.A.2. Appropriate Word Choice: Concentration

Objective: The student increases his vocabulary.

Materials:

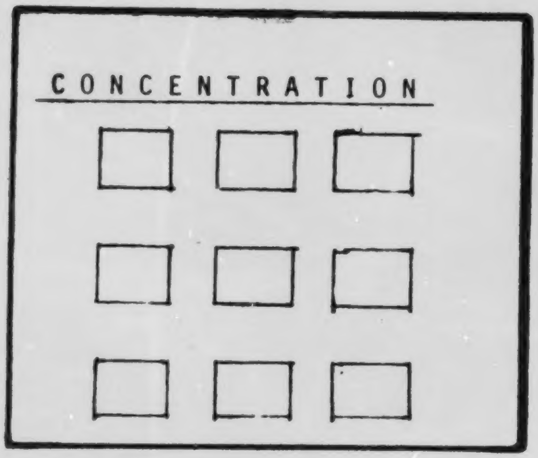
1. Large board with pockets

2. Cards with words being used for activity.

   Examples:

   synonyms
   homonyms
   antonyms
   common phrases

3. Place one card in each pocket at the beginning of the game.



Procedure:

Student takes 1 card out of a pocket. He then takes another card out and tries to match the one he already has. If he is successful, he keeps the pair. If the pair does not match, he returns both cards to their pockets. The other student then tries to match two cards. The person with the most pairs wins the game.

Adaptations:

Math - fraction equivalents
decimals
metric meanings w/symbols

V.A.3. Appropriate Word Choice: Perfecting the Pledge

Objective: The student learns correct spelling and meanings of words in the Pledge of Allegiance.

Procedure:

1. Surprise your class one morning by asking them to write, instead of recite, the Pledge. Enjoy and save papers.
2. Write the Pledge correctly on the board. Have students copy it.
3. Have students practice the correct spelling and learn the definitions for:

pledge
allegiance
flag
republic
stands
nation
indivisible
liberty
justice

4. Ask students to write the pledge again - compare to first effort.
5. These activities may also be used to:
    a. Study the origin or the pledge.
    b. Rewrite the pledge, using these synonyms: "I promise my loyalty to the flag, which is a symbol of the combined.......
    c. Write essays on liberty, justice or democracy.

V.A.4. Appropriate Word Choice: Vowel Words Game

Objective: The student recognizes words with certain letter configurations.

Procedure:

1. How many words do you know which include all five vowels?
2. Have students write all the words they can think of in five minutes.

Variation:

1. Have students write all such words they can find in the dictionary in five minutes.

2. There are three words in which all five vowels appear in alphabetical order:

   facetious
   abstemious
   arsenious

3. All five vowels appear in: authorize, inoculate, subordinate, behaviour, unsociable, tenacious, cauliflower, mendacious, sebacious, equation, preacrious, auctioneer, armigerious, aliferous, saliferous, lapideous, crematorium, adidiferous, frumetarious, nefarious, gragarious, temerarious, edacious, efficacious, graciousness, ostentatious, vexatious, veracious, tenacious, sequacious, perspicacious, voluntariness, simultaneous, miscellaneous, instantaneous, circumforaneous, disadvantageous, inconsequential, unquestionably.

V.A.5. Appropriate Word Choice: Dictionary Drag Race

Objective: The student increases his vocabulary by using the dictionary.

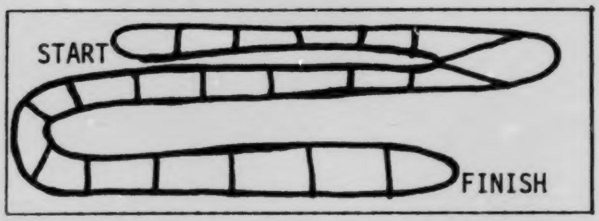
Materials:

1. Make a track on posterboard. Glue clothespins to mark off progress on the track.

2. Cut out race cars (or have students make them in advance to be used whenever they play the game).

3. Dictionaries

4. Vocabulary word list (could be keyed to move 1, 2, or 3 spaces depending on difficulty of word.)



Procedure:

1. A referee reads the vocabulary word from the list.
2. The students race through the dictionaries trying to locate the word.
3. The child who finds it first reads the definition and then moves his or her car ahead one space and clips it to the clothespin.
4. Play continues until one of the race cars crosses the finish line.

Adaptations of the Contest:

Any content area teacher can use this to teach children new vocabulary, (science-words, social studies-famous people, math-facts). Text books or reference books can be used instead of dictionaries.

V.A.6. Appropriate Word Choice: Vocabulary

Objective: The student writes sentences with appropriate word choices.

Procedure:

1. List words that are frequently confused and divide class into groups of two. Ask students to discuss words and write sentences using them correctly:

    like, as
    good, well
    imply, infer
    fewer, less
    there, their
    affect, effect
    whether, weather
    course, coarse
    already, all ready
    principle, principal
    accept, except.

V.A.7. Appropriate Word Choice: Writing

Objective: The student writes correct sentences or paragraphs using words whose meanings are often confused.

Procedure:

Prepare a list, similary to the list below, containing words which students often misuse. Have the students write sentences or paragraphs using these words. Encourage students to write a variety of sentence constructions.

accept-except
affect-effect
already-all ready
altogether-all together
angel-angle
appraise-apprise
assure-insure
bear-bare
brake-break
capital-capitol
choose-chose
cite-sight-site
clothes-close
course-coarse
complement-compliment
conscience-conscious
dairy-diary
decease-disease
decent-sescent
device-devise
diner-dinner
dual-duel
emigrate-immigrate
fair-fare
flour-flower
formally-formerly
forth-fourth
hear-here
hole-whole
holy-wholly
hoping-hopping
idle-idol
its-it's
later-latter
lessen-lesson
lightening-lightning
loan-lone
maybe-may be
miner-minor
moral-morale
passed-past
peace-piece
personal-personnel
pray-prey
precede-proceed
principal-principle
quiet-quite
shear-sheer
shone-shown
stationary-stationery
than-then
their-there-they're
waist-waste
weather-whether
were-we're-where
whose-who's
your-you're

V.A.8. Appropriate Word Choice: Writing

Objective: The student writes paragraphs using words whose meanings are often confused.

Procedure:

Choose five words from the list of words commonly confused and have the students use the words in a well-developed paragraph. Do not encourage the students to use all of the words in one sentence.

Note: This activity is also helpful for students to apply new vocabulary words from their literature study or subject-matter courses. Modify directions accordingly.

V.A.9. Appropriate Word Choice: Vocabulary

Objective: The student writes the word that was intended when given a list of sentences containing malapropisms.

Procedure:

Write the word MALAPROPISM on the blackboard. Explain that a malapropism is a misplaced word that is similar in spelling or sound to an intended word. Duplicate the sentences below and distribute a copy to each student.

Examples:

1. I would enjoy a year's prescription to that magazine. (subscription)

2. Everyone excepted the teacher's decision. (accepted)

3. I went to the office to get a vanilla folder. (manilla)

4. The word silly is a cinnamon for absurd. (synonym)

5. The siren omitted a loud, shrill alarm. (emitted)

Follow-Up Activity:

Ask students to create their own sentences containing malapropisms. Students should then exchange their work to identify and correct each other's malapropisms.

Student checklist direction:

Did I
.....locate the malapropism in each sentence?
.....spell correctly the intended word?

V.A.10. Appropriate Word Choice: Vocabulary

Objective: The student writes the correct homonym in a set of given sentences.

Procedure: Selection of Appropriate Homonyms.

Duplicate the sentences below and distribute a copy to each student. Initiate a discussion of homonyms and reasons why ther are often confused.

Examples:

1. The ________________ was scattered with ________________ pebbles.
   (course, coarse) (course, coarse)

2. ______________ of the students wanted ______________ go ______________.
   (Two, Too, To) (two, too, to) (two, too, to)

3. ______________________ going to ______________________ to pick up
   (Their, They're, There) (their, they're, there)

   ______________________ little sister.
   (their, they're, there)

4. ______________ scheduled to give ______________ presentation tomorrow.
   (Your, You're) (your, you're)

5. All of the prisoners ________________ one, ________________ the
   (accept, except) (accept, except)

   judge's decision.

Alternate Activity:

Duplicate a paragraph in which homonym slotting is employed. Ask each student to select the correct homonym and write it in the space provided.

Checklist direction:

Did I
.....choose the correct homonym?
.....spell the homonym correctly?
.....write the word neatly?

V.B.1. Varied Language: Short Span Vocabulary Development Activities

Objective: The student varies his choice of words.

Procedure:

1. Challenge:

   Challenge a class: A certain other class found 104 different words they could use instead of said. How many can you find? Here are some starters - answered, state, remarked.

2. S - Antonyms:

   For each word below, say a word which means the opposite and which begins with the letter S.

   1. big
   2. long
   3. hard
   4. happy
   5. dull
   6. sweet
   7. difficult
   8. winter
   9. fast
   10. crooked
   11. open
   12. deep

V.B.2. Varied Language: Synonym Match

Objective: The student identifies synonyms verbally.

Procedure: Any number of players or teams.

1. Player #1 calls out a word for which he knows at least one synonym.

2. Player #2 must, within one minute, say as many synonyms as he can think of.

   He receives 1 point for each. If he is unable to think of one, he may challenge player #1. If #1 cannot give a synonym, #2 gets the point anyway.

3. Player #2 then calls out a word for #3 to give a synonym for.

4. Penalties may be invoked for failure to respons or for responding with a word that is not a synonym.

Variations:

Antonym Match

Homonym Match - emphasize correct spelling or use in a sentence.

Examples: necklace, neckless; gate, gait; ewes, yews; cite, site; guerilla, gorilla; I'll, aisle, isle.

V.B.3. Varied Language: Square Words

Objective: The student increases vocabulary through participation in a word game.

Procedure:

Each player, after drawing a square of sixteen boxes on his paper, writes in the boxes of the top horizontal line and also in those of the first left vertical line a four letter word agreed on by all - for example, "cape."

Beginning:

C	A	P	E
A			
P			
E			

End:

C	A	P	E
A	V	I	D
P	I	L	E
E	D	E	N

Now each player has the task of "Squaring Off" this word by fitting it into the other boxes letters to make a square of words that are the same vertaically and horizontally. The first player to produce such a square wins.

Adaptations for content area:

1. Square off a five letter word in 25 boxes.
2. Each player works out a word square on his own with any words he chooses. The player then writes a definition of each word on a separate card, shuffles the four cards, and gives them to his opponent in exchange for latter's set of definition cards.

   Winning the game then involves tow additional steps: first thinking of four-letter words that fit the definitions and then arranging the words into a square.

   Example:

Definitions:		
	"To remain quiet"	(REST)
	"Affects with pain"	(AILS)
	"A Fruit"	(PEAR)
	"A Great Lake"	(ERIE)

P	E	A	R
E	R	I	E
A	I	L	S
R	E	S	T

NOTE: Students may be allowed to use a dictionary. Students may be given a word bank from which words may be used.

V.B.4. Varied Language: Bang, Thud, Crash, Splat!

Objective: The student writes paragraphs with sound words.

Procedure:

1. List a few examples of sound words on the board (his, crackle, squeak, purr, thunder). Have students add to the list as they think of them.
2. You might stimulate the discussion by asking the students to name sounds made by certain animals, objects or activities. As each word is mentioned, have the children discuss the sound it describes, including its usual source, what other sounds are similar to it and so on. Watch your list grow!
3. You can then categorize the words: loud, soft or onomatopoeic.
4. The children then can put their mastery of sound words to use by writing paragraphs in which they include at least 8 or more depending on the grade level.

V.B.5. Varied Language: Mysterious Nouns

Objective: The student increases vocabulary through dictionary research.

Procedure:

1. On the chalkboard, write a noun that is unfamiliar to your students, one which cannot be easily recognized as an animal, place, or a thing. Propensity and masquetry are possible examples. Pronounce the word for the class and divide it into syllables, showing the diacritical markings to help the children remember how to say it correctly.
2. Distribute drawing paper and ask the children to sketch a picture of what they think the word means. This will require a lot of guessing on their part, and that's where the fun starts. When students have finished their drawings, ask them to describe their pictures in a sentence or two at the bottom of the paper. If, for example, a student has drawn an animal, ask him or her what it eats, where it lives, how big it is. When everyone is finished, display all the pictures. It is great fun for youngsters to compare their ideas of what the mystery word means with those of other classmates.
3. Now comes the exicting moment. Have everyone look up the word in a dictionary to find its real meaning. You can expect shouts and squeals when the mystery is finally solved. Be sure to take note and mention it if anyone came close to the real meaning.

Adaptation for content area:

You can easily vary this exercise by having students search for new words that will stump the rest of the class. They may also compile their own dictionaries and add to them throughout the year.

V.B.6. Varied Language: Categories

Objective: The student increases his vocabulary through classification.

Procedure:

1. Children are asked to supply categories for the game - fruits, flowers, trees, tools, fabrics, animals. These are listed vertically on their papers.

2. Then they agree on some word of 5 letters.

3. This is written across the top of the page above the categories so that they can form a rectangular chart with boxes large enough to accommodate the words to be filled in.

4. Now, each player, within a given time, has to fill in the boxes by finding in every category a word that begins with the letter at the top of the column.

	H	A	N	D	S
Fruits		apple			strawberry
Trees					spruce
Flowers					
Tools	hammer				saw
Fabrics					
Animals	hamster	alligator			

Score: 1 Point for a word that is common within the class and 4 Points for being an original answer (no one else has the word).

The person with the most points wins.

Adaptation for content area:

Chain Categories - Each player sets up a chart like the one in Categories. Instead of using the letters of some other word, he must begin with the last letter of the first word used and so on.

Example:

Games	Tennis	Squash	Handball
Languages	Arabic	Chinese	English
Animals	Rabbit	Tiger	Raccoon

Winners are those students who gather the most prizes.

V.B.7. Varied Language: Go-Synonym Game

-developed by Barbara Denk, reading teacher, DeRuyter Central Schools.

Objective: The student increases his vocabulary.

Procedure:

1. Use vocabulary lists from your reading series. Make a deck of 40 - 60 playing cards, using synonyms.

   Example:

speak	talk	state	say
flash	flicker	glimmer	sparkle
plunder	spoil	raze	rob

   Make 4 wild cards, labeled, "Go-Synonym."

2. 2-6 students play, using procedure of "Go-Fish" game, with one addition:

   Students "lay down" pairs of synonyms, face-up.

   A player who draws a card which is a synonym for a pair on the table may, at his next turn, say "I spy of your raze and rob, synonyms for my spoil." He then "lays down" all 3.

   The player who gets the fourth synonym card and "spies" on an apponent to get all 4 cards, turns the "book" upside down and keeps them.

3. The game is over when one person gets rid of all the cards in his hand.

4. If score is kept, each students counts the cards he has on the table and subtracts the number he's "caught with" in his hand.

V.B.8. Varied Language: Palindrome

Objective: The student recognizes words and phrases which read the same from right to left (palindromes).

Procedure:

1. There are many English words which read the same when viewed from either direction. These words are called Palindromes. Put several examples on the board.

TOT	DEED	OTTO
EVE	TNENT	TOOT
PEEP	REVIVER	HANNAH
EKE	NOON	REDDER

2. Ask students to supply their own Palindromes.

Variation:

1. Explain that not only are there words which are Palindromes, but you can even make Palindromic sentences:

   a. Man's first words are alleged to be, "Madam, I'm Adam."

   b. A sinner's confessions might be, "Lewd did I live. Evil did I dwel."

   c. A dog catcher's boast, "Ten animals I slam in a net."

V. B. 9. Varied Language: Alphabet Alliteration

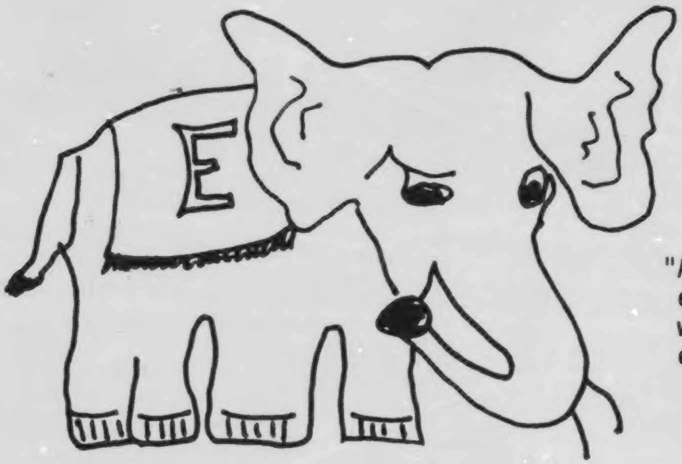
Objective: The student writes sentences using alliteration.

Procedure:

1. Give each student different letters. You may want to put aside the letters Q, X, Y, and Z to use for extra credit.

2. Discuss some examples of alliteration and have the students list as many words as they can think of that begin with their letter and write a sentence using as many of these words as possible. The sentence can be nonsensibal, but it must be grammatical. Encourage them to elaborate on and improve their first attempts.

3. Have each pupil provide an illustration for the sentence, incorporating the letter into the illustration. Booklets can be made.



"An enormous elephant's ears elevated while he was eating an entire enormous egg."

V.B.10. Varied Language: Using Figurative Language

Objective: The student writes clearly phrased sentences.

Procedure:

1. List some of the most commonly overused idioms:

   In the dog house.
   Tickled pink.
   Out of this world.
   Jumped out of his skin.
   Gets my goat.
   Face the music.
   Frog in my throat.
   Raining cats and dogs.
   Her life hangs by a thread.
   Get cold feet.
   Hit the nail right on the head.
   Get in his/her hair.
   Beat the band.
   That takes the cake.
   Eating out of his/her hand.
   In a pickle.
   Fit to be tied.

2. Discuss the figurative meaning of the expressions.

3. Discuss the possible origin.

4. Discuss why these expressions do not explain what you want to say.

5. Write a paragraph using ten of the above expressions. Then rewrite the paragraph, substituting figurative language. Do these two paragraphs on the same page. Read these two paragraphs to the class. Discuss with the class how much more exact the second paragraph is.

V.B.11 Varied Language: Vocabulary

Objective: The student writes sentences from words found in a thesaurus or dictionary.

Procedure. Thesaurus/Dictionary Word Search

Write the word thesaurus on the blackboard. Ask for a volunteer to explain what a thesaurus is and to explain the uses of the thesaurus. Indicate a comparison/contrast discussion of the thesaurus and dictionary. Duplicate the list of words below. Assign a word to each student. Ask each student to find a synonym of the word using a thesaurus or a dictionary. Ask

Procedure: Thesaurus/Dictionary Word Search

Write the word thesaurus on the blackboard. Ask for a volunteer to explain what a thesaurus is and to explain the uses of the thesaurus. Initiate a comparison/contrast discussion of the thesaurus and dictionary. Duplicate the list of words below. Assign a word to each student. Ask each student to find a synonym of the word using a thesaurus or a dictionary. Ask each student to use the word appropriately in an original sentence. Ask students to write four or five sentences. The first sentence should use a difficult synonym. The second sentence employs a more obvious synonym until in the final sentence the definition of the word is clear.

lanuguge arts	social studies	health
1. admonish (v.)	1. impeach (v.)	1. vaccinate (v.)
2. draft (adj.)	2. theocracy (n.)	2. epidemic (n.)
3. impediment (n.)	3. hegemony (n.)	3. hygiene (n.)
4. lethargic (adj.)	4. boycott (v.)	4. dentifrice (n.)
5. novice (n.)	5. usurp (v.)	5. spognosis (n.)

Example: Admonist (v.)

1. Adults must often berate children not to play with matches.

2. " " " caution " " " " " " .

3. " " " warn " " " " " " .

4. " " " scold " " " " " " .

Alternate Activity:

Ask students to write a sentence using an antonym of the word from this list.

Sample checklist directions:

Did I
.....use the word correctly in a sentence?
.....write the sentence so that it makes sense?
.....correctly spell the word from the list?

VI.A.1. Spelling

Objective: The student spells words correctly.

Procedure:

1. Prepare a worksheet of sentences that contain misspelled words--to be written correctly.
2. This may be laminated.

   Example:

   a. It was the beginning of a beuatiful day.
   b. That's the forth letter from my freind.
   c. I am writing to my favorite athelete.
   d. I beleive my bicycle is there.
   e. The governor visited the cematery.
   f. I found a similiar book in our libary.
   g. Thier books are over there.
   h. That foriegn car has had great success.
   i. I definitely will eat at that restarant.
   j. The army accross the river is losing.
   k. He built fourty cars by himself.
   l. He has a busy busness schedule.

3. Answers may be on the back for self-checking.

VI.A.2. Spelling: Scrambled Letters

Objective: The student spells related words correctly.

Procedure:

1. Children decide on a category.

   Example:

   Sports.

2. List as many related words as possible in a given period of time. Scramble the letters.
3. Choose teams or play individually, each player giving letters to the next player in line to unscramble.
4. Points are given according to the number of letters in the word unscrambled successfully.

   Example:

   ebdulhfafsro = shuffleboard = 12 pts.
   loop = pool = 4 pts.

Variation:

Very adaptable for reinforcing social studies, math, science, health, safety or any vocabulary list.

VI.A.3. Spelling: Dictionary Skills

Objective: The student increases his ability to locate words in a dictionary.

Procedure:

1. Break up the alphabet into three sections A-E, F-P, Q-Z. Discuss with students why more letters appear in sections 2 and 3 than in 1 (more words start with these letters).

2. Put students in groups. (3 groups of 5, 4 groups of 5, etc.). Care should be taken to group the students according to ability level. Each student is given his own dictionary if there are enough. The first student in the second group picks a word and writes down the page on which that word appears. Someone else (it might be another student) puts the word on the board. The student in group 1 then tries to open the dictionary to the page he thinks that word would appear. The difference between the page the word appears on and the page to which the student opens is then computed and put in the grid.

Example:

	1	2	3	4	5	6
Round 1	38					
Round 2						
Round 3						
Round 4						
Round 5						

3. If a student is looking for a word which appears on page 198 and he opens to 236, the difference is computed as 38 and placed in the appropriate box.

4. After each round is completed, the students who were first, go to the back of the row and the others move up.

Variation:

This can be played by just two students as a quiet time activity.

Make a grid sheet on oaktag and have it laminated. Then, using a grease pencil or washable marker, students can use this as a game (free time, recess, etc.).

VI.A.4. Spelling: Spellphabet

Objective: The student develops a spelling consciousness.

Procedure:

1. Divide class into two or more teams.
2. The leader gives each team a sheet of paper.
3. The first player on each team writes a five-or-more-letter word beginning with "a". He then hands it to the second player on his team who must write a five-or-more-letter word beginning with "b" and so on through the alphabet to the last player. If a player cannot think of a word in about fifteen seconds, he should hand the paper to the person behind him, and this player must write a word beginning with that letter.
4. The leader writes the time on the board when each team finished.

   A penalty of thirty seconds is added to a team's time for each misspelled or illegible word on its paper. (Lesser time penalties may be added for poor handwriting.)

VI.A.5. Spelling: "Spelling Grab Bag"

Objective: The student correctly spells some difficult words.

Procedure:

1. Prepare set of cards on each of which is written a phonetic respelling of some word you would like the players to learn to spell.

   Example:

   RUF, KWIK, CONKER

2. Shuffle the cards and throw them into a box or bag. Each player draws a card when his turn comes, pronounces the word and spells it correctly.
3. When only a few play this game, a point is scored for each letter of a correctly-spelled word.

   When a large group plays, those who misspell are eliminated, as in a spelling bee.

VI.A.6. Spelling: Mechanics

Objective: The student rewrites a news article correcting misspelled words.

Procedure: Proofreading for spelling errors.

1. Duplicate the same news article below and distribute a copy to each student. Write the word "proofreading" on the board. Ask for a volunteer to define the word. Initiate a discussion of the importance of proofreading for spelling errors.

Sample News Article:

SKYLAB RUNNING OUT OF TIME
by Howard Johnson
Associated Press Writer

WASHINGTON (AP) - The skylab deathwatch begun in earnest today as the hug station neared the end of its legnthy space jurney and headed for a flameing plunge back to Earth, probly on Wednesday.

Checklist direction:

Did I
.....proofread the news article carefully?
.....correctly spell each misspelled word?
.....rewrite the news article neatly?

VI.A.7. Spelling

Objective: The student corrects misspelled words in sentences.

Procedure:

Prepare a number of sentences having misspelled words, perhaps some words taken from the list of words commonly confused. Below are a number of sample sentences. Have the students identify the misspelled words and then write them correctly.

1. I really like these cookies, their my favorite.
2. Twenty people excepted our invitation to the party.
3. The speeding car past us as if we were standing still.
4. The boy had very nich manors.
5. Did you practice before your piano lessen?
6. George felt his action was proper, irregardless of the criticism he received.
7. Whose that waving over their?

8. Sally recieved many lovly birthday gifts.
9. The lawyer's advise seemed logical.
10. I have never been able to understand the principals of geometry.
11. Let's cancel the picnic, its raining to hard.
12. Everyone attended the meeting accept Phil.
13. I don't think the whether will stop us from leaving tomorrow.
14. I slammed on the breaks to avoid hitting the dog.
15. The teacher eluded to many books I had not read.
16. The chef appreciated all the complements about his cooking.
17. I was unconscience after being hit on the head.
18. The student counsel meats twice a month.
19. Many people don't realize that mumps can be a serious decease.
20. The thunder and lightening lasted for a hour.
21. We wll considered it a honer and a priviledge to meet the king.
22. This must difinately be finished by tomorrow.
23. Because you are my freind, I believe everything you say.
24. Golf is Harry's favorite pasttime.
25. The old lady was slowly loosing her cite.

VI.A.8. Spelling: Bottle-Top Scrabble

Objective: The student spells words correctly.

Porcedure:

1. Collect a large number (100 - 200) of bottle caps.
2. Have students use magic marker to write letters of the alphabet inside the caps. There should be more of the commonly used letters (a, e, i, o, u, s, r, t).
3. Students may wish to award a point value to letters.
4. 2-4 players each draw 10 caps and take turns spelling words. Replenish their supply of bottle caps to total 10 each time.
5. Score may be kept as in real Scrabble.

VI.B.1. Capitalization

Objective: The student recognizes words which require capital letters.

Procedure:

Provide students with a ditto sheet with a sample business letter. Have students capitalize the appropriate words:

Example:

3612 willow drive
raleigh, north carolina 27602
june 12, 1979

mr. martin l. evans, president
southern railroads
639 cranford street
peoria, illinois 61606

dear mr. martin:

BODY OF LETTER

yours truly,

david smith

Variation:

For punctuation skills, leave out commas, colons, and periods.

VI.B.2. Capitalization

Objective: The student rewrites sentences using correct capitalization.

Procedure:

Duplicate the exercise below and distribute a copy to each student. Explain that each sentence contains words that whould be capitalized. Ask students to rewrite each sentence with the correct capitalization. Then ask students to circle the capital letters in each example. Each group of capital letters spells out the name of an animal.

Sample Exercise:

1. leonard became a member of the international organization of neurologists. (lion)
2. excitement and adventure await you at lost kingdom. (elk)
3. olivia visited her cousin, tina, who lives in a small town in tennessee named east ridge. (otter)
4. eli gadabout boasted about his recent travels to russia, england, and turkey. (egret)
5. hank aaron has played professional baseball in wichita, kansas. (hawk)

Alternate Activity:

This game can be revised to spell out names of people, events, book titles, etc.

Student Checklist:

Did I
.....rewrite each sentence with correct capitalization?
.....circle the capital letters in each sentence?
.....spell the name of an animal by grouping the capital letters in each sentence?

VI.C.1. Punctuation: Using Apostrophes

Objective: The student recognizes the difference between singular possessives and plural possessives.

Procedure:

1. Prepare a worksheet containing the following pairs of sentences.
2. Students place a check mark before the sentences that answer the question.

   Examples:

   1. _____Many police officers were sent to stop the rioter's activities.
      _____Many police officers were sent to stop the rioters' activities.
      In which case did one person cause a lot of trouble?

   2. _____The house's belongings were completely burned.
      _____The houses' belongings were completely burned.
      In which case did an entire neighborhood have a fire?

   3. _____The car's damages were enormous.
      _____The cars' damages were enormous.
      In which case was there a two-car collision?

   4. _____The butler called the guest's names as they arrived.
      _____The butler called the guests' names as they arrived.
      In which case was the butler rude?

   5. _____A smart dog knows its master.
      _____A smart dog knows it's master.
      In which case is the dog the boss?

   6. _____He discovered a boy's club.
      _____He discovered a boys' club.
      In which case did someone find a golf stick?

   7. _____The candidate's speeches lasted all morning.
      _____The candidates' speeches lasted all morning.
      In which case was one politician probably very tired?

   8. _____The towels were marked His and Hers.
      _____The towels were marked His' and Hers'.
      In which case were the towels returned to the company?

   9. _____The actor's performance was booed.
      _____The actors' performance was booed.
      In which case did everyone share the blame together?

   10. _____I saw the student's work.
       _____I saw the students' work.
       In which case did you visit an exhibit?

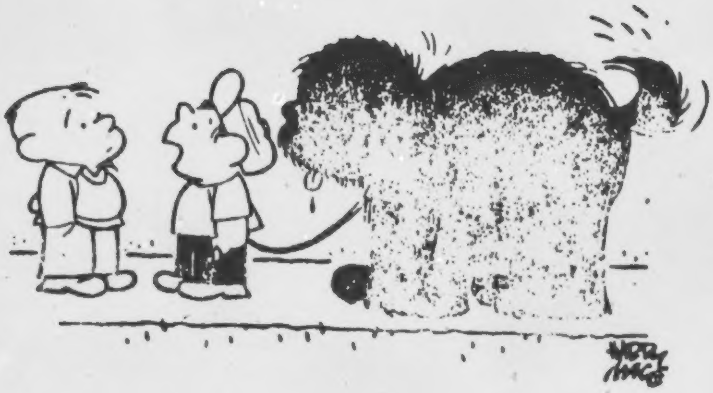
3. May be laminated to a worksheet with answers on back or upside down for self-checking.

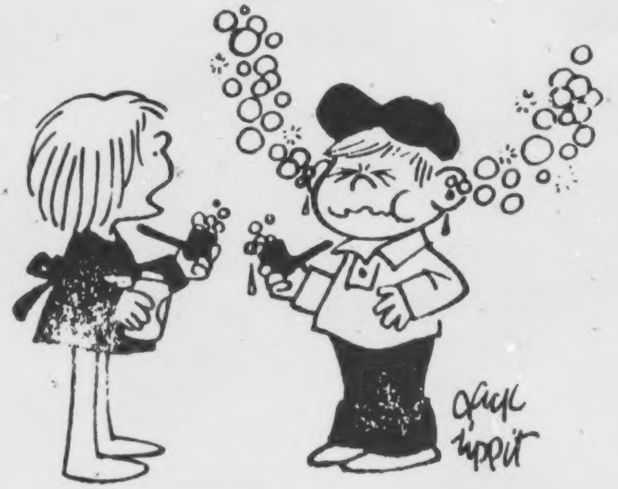
VI.C.2. **Punctuation: Cartoon Captions**

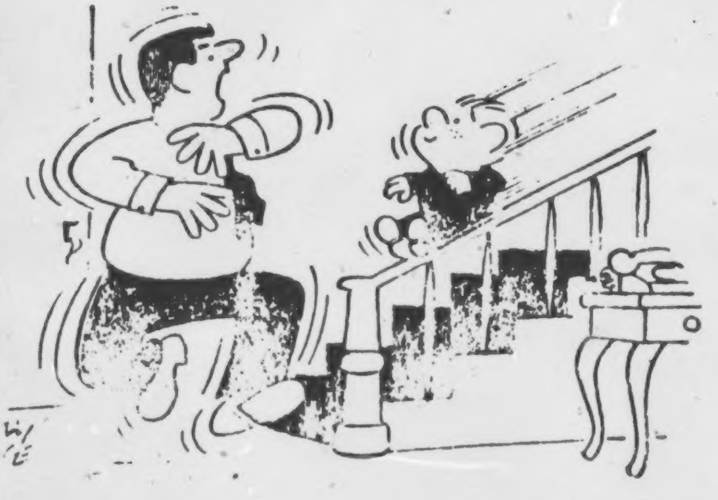
Objective: The student correctly punctuates dialogue.

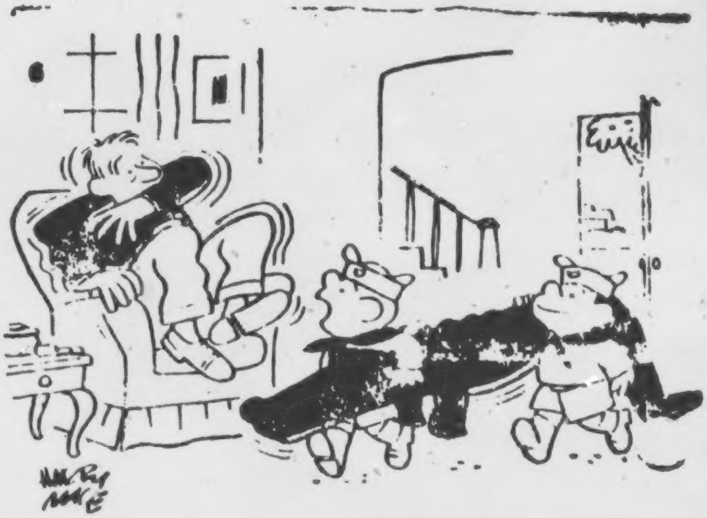
Procedure:

1. Collect cartoons from magazines or comic strips from newspapers. Cut out the dialogue "balloons" and insert blank ones.
2. Have students write dialogue:









VI.C.3. Punctuation

Objective: The student uses punctuation rules correctly.

Procedure:

1. Distribute rules pertaining to specific punctuation marks.
2. Ask students to write sentences which apply to the specific rules.

Follow-Up Activity:

Dictate a paragraph emphasizing certain punctuation rules.

VI.C.4. Punctuation

Objective: The student punctuates correctly to eliminate sentence fragments and run-ons.

Procedure:

1. The paragraph below contains no end punctuation. After reading the paragraph carefully, determine where the end punctuation should be written and insert the appropriate punctuation marks.

> Her parents were very anxious they said it all began when she wanted to lose weight they thought it was a good idea and gave her advice about a diet they inquired about her weight at least once a day she kept tightening up on her food intake her parents began to notice that she was taking her diet too far she was thin enough they now exerted pressure on her to stop the more they tried to control her the more determined she seemed to resist food.

Sample check-list direction:

Have I used end punctuation marks where they are needed?

VI.C.5. Punctuation

Objective: The student punctuates sentences correctly.

Procedure:

The following sentences contain no internal punctuation, although in most cases some kind of internal punctuation is necessary for the sentence to be correctly written. In the sentences below and on the next page, insert punctuation marks where needed or else indicate which sentences are already correctly written.

1. Mr. Jones who is a retired lawyer is my favorite neighbor.
2. We left home on Tuesday and arrived in California on Sunday morning.
3. The movie was exciting everyone enjoyed it very much.
4. Who wrote the short story Under the Lion's Paw?

5. No I do not want any dessert.

6. The cottage burned down last year but a new one was built recently.

7. Although I knew the answer I did not volunteer.

8. Frightened by the lightning the children huddled in a corner of the room.

9. Move that barricade over ther the foreman yelled or else the new cement will be ruined.

10. Ed please pass the vegetables.

11. On July 11 1979 Skylab plunged back to Earth.

12. My address is 57 Broadhurst Avenue Smithville New York 14789.

13. A Tale of Two Cities is a novel read by many high school students.

14. I really wanted the new boots however I resisted the temptation to order them.

15. The sweat socks are available in the mens department of your favorite store.

16. Its up to you to make the arrangements.

17. I took pickles mustard hot dogs and rolls to the picnic.

18. As a result of the accident the planes were grounded.

19. Well what do you think of my new car?

20. Mending Wall is one of my favorite poems.

VI.C.6. Punctuation: Use of the Semicolon between Independent Clauses

Objective: The student uses a semicolon between independent clauses.

Procedure: Sentence Synthesis

Have students choose two words derived from a common interest or activity. The student should write two sentences - each with one of the original words.

Example: Skylab   space

Skylab fell to Earth.
It came from outer space.

Point out that if one were to combine these sentences, different methods could be used. Ask the students to combine them.

Example:

Skylab fell to earth, and it came from outer space.

Point out that there is an alternative to using the comma-conjunction unit. This is the semicolon. Have the student replace the comma-conjunction with a semicolon.

Example:

Skylab fell to earth; it came from outer space.

Review:

Review the three ways of separating independent clauses.

the period
the comma-conjunction
the semicolon

VI.D.1. Handwriting

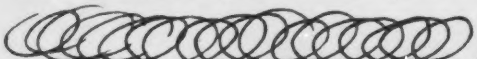
Objective: The student forms letters correctly

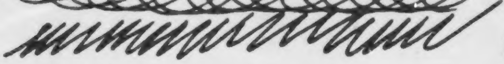
Procedure: Sample lesson. Make the appropriate adaptations for left-handed students.

1. Illustrate proper posture, proper position of paper, and proper way to hold pencil.

2. Say, "Pencils down; eyes front."

3. Illustrate on chalkboard each part of the day's lesson.

   a.  (ovals)

   b.  (sticks)

   c. a

   d. a

   e. E

   f. e

   g. I

   h. i

4. Have students practice each letter by filling 1 or more rows with each.

   Encourage uniform slant and spacing of letters as well as correct formation.

5. Post exceptionally neat papers on a bulletin borad.

VI.D.2. Handwriting

Objective: The student writes different letter combinations, neatly.

Procedure:

1. Put a list of animal names with difficult letter combinations on the board.

   lynx orangutan rhinoceros hyena myna

2. Have students practice writing these words several times. Have students make up a worksheet of the words they find particularly difficult and practice them on their own.

3. Have students find three interesting facts about the animal and write a sentence or a short paragraph about each.

VI.D.3. Handwriting

Objective: The student compares various writing instruments.

Materials: Pencils, ball-point pens, felt-tip pens, paper.

Procedure:

1. Have students copy a poem or short article (½ page or less) using a pen, a pencil and a flet-tip pen.
2. Have students develop a signature using a pencil, pen and felt-tip marker.
3. Have them choose their favorite and display it with the article they copied.

VI.D.4. Handwriting

Objective: The student observes earlier handwriting style.

Procedure:

Put a copy of the Declaration of Independence on an Opaque Projector and display on the screen. Discuss with students:

1. What type of writing instrument was used to create this?
2. How does the handwriting differ from examples of today? (Have someone copy a portion and compare.)

Activity:

1. Try copying some of the Declaration of Independence in the handwriting of the time.
2. Try copying some of the signatures.
3. Make a display of some of the samples.

VI.D.5. Handwriting

Objective: The student recognizes handwriting as an art form.

Materials: Newspapers, magazines, and copies of documents including handwriting, construction paper, paste.

Procedure:

Have students look through magazines, newspapers and documents for examples of handwriting. They should choose examples which they find interesting. Cut out these examples and make a collage. Use these collages for a bulletin board.

VII.A.1. Business Letter Form

Objective: The student writes business letters according to a posted form.

Procedure:

On a large piece of tag-board, illustrate the proper format for a business letter. To avoid confusion, use only the modified block. As often as possible, have your students compare their letters with this accepted format posted on the bulletin board.

(Heading)
10 Miller Court
Income, Texas 10562
March 3, 1980

(Inside Address)
Mrs. Eliza Lott
Lafayette Radio
Westchester Mall
Dunno, Alaska 40578

(Salutation) Dear Mrs. Lott:

(Body)

On December 13th I ordered your stereo, Model Z600, and enclosed a money order for $30.00.

On January 15th I received a different stereo, Model R200. This is not the model I ordered. I am returning the item. Please send the correct model, Z600.

(closing) Yours truly,

(signature) Iris Robbed

VII.B.1. Application Letter

Objective: The student identifies the elements of an application letter.

Procedure :

Duplicate a model application letter and give a copy to each student. Read the letter aloud and have your students discover what information should be contained in the body.

Sample:

134 Norris Lane
Brand, New York 10549
November 13, 1980

Miss S. Fitts
1917 Houston Street
Greene, New York 10605

Dear Miss Fitts:

I have just learned from Hazel Stump, one of your salespeople, that you wish to employ a reliable person to help with deliveries and to do odd jobs about the store after school hours and on Saturdays. I would like very much to have you consider me for this work.

I am sixteen years old and am now in the eleventh grade. For three summers I have been with the Gray Drug Company as delivery boy and general helper. Mr. S. O. Small, the president of this company, has agreed to answer any questions about my qualifications. He can be reached at the following address:

Mr. S. O. Small, President
Gray Drug Company
109 Michigan Avenue
Brand, New York 10549

In reference to my school work and personal qualifications, I refer you to:

Thomas Huebner, Principal
Fox Lane High School
Brand, New York 10549

I should be very happy to talk with you. You may call me any school afternoon after 3 p.m. My telephone number is 314-3657.

Sincerely yours,

Thomas Jones
Thomas Jones[1]

As a class, your students should discover the following information found within the body:

- the specific position you want.
- How and where you learned of this job.
- Your qualifications
- References
- How you can be reached
- Ask for an interview

[1] Letter taken from Ruth Townsend, ed., Instructional Units for Regent's Competency Test, (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.B.2. Application Letter

Objective: The student writes an application letter.

Procedure:

Collect a stack of newspapers either from home or the school librarian. Give each student a classified ad section. Each student should choose one "help wanted" ad (preferably one with an address) and write an application letter for the available job.

Did I...

- ...give my name, address, and phone number?
- ...specify which job I want?
- ...tell how or where I heard about the job?
- ...give my qualifications?
- ...give references?
- ...ask for an interview?

VII.C.1. Order Letter

Objective: The student identifies elements of the order letter form.

Procedure:

Duplicate a sample order letter and give one to each student. Read the letter aloud. Examine the body of the letter and discover what information should be conveyed to the reader.

Bullet Hole Road
Brewster, New York 10509
March 1, 1980

Trail City
8600 East Main Street
Reynoldsburg, Ohio 43068

Dear Sir:

I would like to order the following equipment as you have advertised in the April issue of Four Wheeler on page 83.

2 K.C. Daylighter Racing Lamps 150 Watt Black @ $25.50	$51.00
1 Heavy Duty Jeep Gage Kit	$39.00
Total	$90.00

Please send the above by United Parcel Service, as they seem to have the best service around here.

I have enclosed a bank check for the full costs of the items.

Sincerely yours,

Warren Peace[1]

Information contained in the body:
- your name and address
- Items you want
- How to send it
- Payment information

---

[1] Letter taken from Ruth Townshend, ed., Instrutional Units for Regent's Competency Test (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.C 2. Order Letter

Objective: The student rewrites a poorly written letter.

Procedure:

Duplicate a poorly written letter and give a copy to each student. Have your students rewrite the letter. Include a copy of the ad.

Example:

Hank O'Hare
3215 South Main St.
Albany, New York 12208

Box O'Rox
P.O. Box 1261
Treehaven, New Hampshire 04567

Hey You,
Send me the gold-plated, heart-shaped necklace and chain you advertised in January's Teen Magazine. Enclosed is some money.

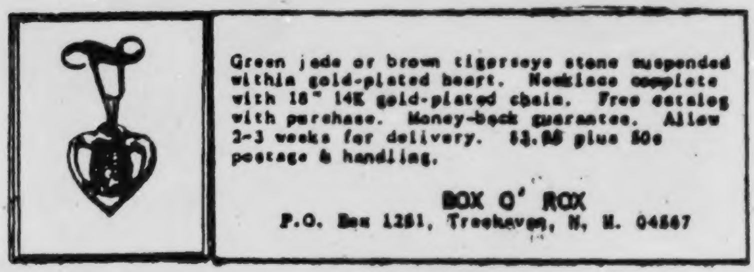
In your ad you say to allow 2-3 weeks for delivery. Since I would like to give this necklace to a friend for her birthday in two weeks send it fast.

See ya' round,

Hank O'Hare

Did I...

...correct errors in format?
...delete undesirable words or expressions?
...add information required?



Green jade or brown tigerseye stone suspended within gold-plated heart. Necklace complete with 18" 14K gold-plated chain. Free catalog with purchase. Money-back guarantee. Allow 2-3 weeks for delivery. $3.[illegible] plus 50¢ postage & handling.

BOX O' ROX
P.O. Box 1261, Treehaven, N. H. 04567

VII.C.3. Order Letter

Objective: The student writes an order letter.

Procedure:

Have your students bring in mail order catalogues or have your own on hand. The students should write an order letter.

After the letter is written, the students may exchange them. Have each student become a representative of the company and write a reply saying that the item is out of stock. The student should suggest another item from the catalogue.

Follow up procedure:

Have your students write their own ads. Students then should exchange ads and write an order letter.

Did I...

...Supply my name and address?
...Specify the item I want?
...Tell how to send the item?
...Describe my payment?

VII.C.4. Order Letter

Objective: The student writes an order letter.

Procedure:

Duplicate a list of advertisements. Have your students read the list and write an order letter for one of them.

Sample List:

Items for Sale

Read the following advertisements; choose one and write a letter to the seller asking for additional information about the object for sale. You might ask about special features, previous use, price, acquisition, or anything that seems relevant.

1. Thoroughbred pleasure horse, 16.3, Bay Gelding, 10 yrs., good disposition, well schooled, very good trail horse $800.00. Titus A. Drum, Jim Dandy Stables, Bedford, NY.

2. Pool Tables, new & used, Fabulous antiques, repairs, accessories. American Billiard, Suffern, NY.

3. 1966 Valiant Slant 6--Fantastic shape, new carburetor, exhaust system, brakes and ball joints, high mileage, $275.00. John Williams, 690 Warren Ave., Hawthorne, NY 10572.

4. Waterbeds--all sizes, complete sets and accessories (easy credit terms) Warehouse showroom open daily 10-6 p.m. Van Winkle Sleep Shopper (Div. National Sleep Shops) Rte. 6, Carmel, NY.

5. Standel Guitar Amp.--240 Watts 15" Lifetime Lansing Speaker, excellent, extremely powerful. Bea Ware, 6 Deerfield Drive, Shrub Oak, NY 10288.

6. For Sale--Electronic Stereo, Compact music center including 8 track cartridge player, AM/FM radio phono, 2 criterion 100 speakers, $225.00. Nina Hearts, 42 Forman Road, Briarcliff, NY 10510.

7. 1973 YAMAHA "Dirt Machine", Bassani, Knobbies, many extras, $825.00. Also 71 100 SL Honda 125. Sally Forth, 2 Smith Court, Bedford Hills, NY 10509.[1]

Did I...
...include my name and address?
...include the seller's name and address?
...specify the cost, color, size, etc?
...request additional information?

---

[1] List taken from Ruth Townsend, ed., Instructional Units for Regent's Competency Test (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.D.1. Request Letter

Objective: The student identifies elements of the request letter form.

Procedure:

Duplicate a model request letter and give a copy to each student. Read the letter with the class. Examine the body. What information should be contained in the body?

Sample:

456 Thomas Drive
Bedford, New York 10506
September 29, 1980

Adirondack Park Commission
State Office Building
107 Central Avenue
Albany, New York 12234

Dear Sir:

I am writing a report for my English class on camping in New York State. Please send me any information, including pamphlets, on camping sites in the Adirondack Park Region.

If there is a charge for any of these materials, please inform me, and I shall be glad to send it to you by return mail.

Thank you for your help.

Sincerely yours,

Cynthia Low
Cynthia Low[1]

Information contained in the body.

what you want and why you want it

payment or postage

polite thanks

---

[1] Letter taken from Ruth Townsend, ed., Instructional Units for Regent's Competency Test (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.D.2. Request Letter

Objective: The student writes a request letter.

Procedure:

Duplicate a list of organizations offering free literature. Have your students write a letter of request following your instructions.

Sample list:

1. Write to the Superintendent of Documents, U.S. Government printing Office, Washington, D.C. 20402, and request material on soil conservation.

2. Write to the Consumer Information Center, Dept. 610G, Pueblo, Colorado 81009, and ask for their free booklet, "Tips for Energy Savers."

3. Request that an application be sent to you from any college of your choice.

4. Write to the Chamber of Commerce of Falmouth, Massachusetts, asking for a variety of available summer accommodations.

5. Write to the J C Penney Co., Inc. Catalog Division, P.O. Box 500, Columbus, Ohio 43216. Send a stamped, self-addressed envelope and request one of the following pamphlets:

    a. Above-ground Swimming Pools
    b. Audio Components
    c. Automobile Batteries
    d. Carpeting
    e. Caulking and Weatherstripping
    f. Chain Saws
    g. Cookware
    h. Decorative Wall Covering
    i. Dehumidifiers
    j. Drapery Fabrics
    k. Exercise Cycles
    l. Home insulation
    m. Humidifiers
    n. Microwave Ovens
    o. Outdoor Barbecues
    p. Resilient Flooring
    q. Room Air Conditioners
    r. Rotary Lawn Mowers
    s. Sleeping Bags
    t. Ten-Speed Bicycles
    u. Wood-Burning Stoves

VII.E.1. Complaint Letter

Objective: The student identifies elements within the letter of complaint

Procedure:

Duplicate a model letter of complaint and give a copy to each student. Read the letter aloud, and have student examine the body. What information should be contained in the body?

Sample letter:

Old Doansburg Road
Hog, Wash. 10509
February 20, 1979

Customer Service Representative
Montgomery Ward
Near, Miss. 21232

Dear Customer Representative:

Last year we purchased five pairs of nylon shutters and installed them all on the same side of our house. These were catalogue #532406--color 51 (black) in 18 x 51 inch size.

One shutter has turned to a silvery shade for about one third its length. I have spoken to the local store manager, Mr. Albert Tirell: of Carmel, New York, from whom I originally purchased the shutters. He states that he needs approval from your office to arrange for a replacement of the discolored shutter.

I would appreciate your contacting Mr. Tirelli to complete the exchange.[1]

Sincerely yours,

Clare Voyant
Clare Voyant

As a class, your students should discover the following information in the body:

Paragraph 1--the item's model # and size

Paragraph 2--the problem--tell what is wrong--be polite

Paragraph 3--Your solution to the problem

---

[1] Letter taken from Ruth Townsend, ed., Instructional Units for Regent's Competency Test (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.E.2. Complaint Letter

Objective: The student writes a letter of complaint.

Procedure:

Have your students write a letter of complaint to you, the teacher. Each student must state what he feels to be the main problem with the class. A method of correction must be suggested.

Have I...
...stated the problem?
...suggested a solution?

VII.E.3. Complaint Letter

Objective: The student writes a letter of complaint.

Procedure:

Duplicate a list of situations. Have your students choose one situation and write a letter of complaint.

Sample list:

1. A salesclerk at the S. Lois Molasses Department Store has spoken rudely to you. Write a letter of complaint to the store manager at the following address: S. Lois Molasses Department store, 51 S. Hampton, Podunk, New York 12034.
2. The same store has refused to refund your money.
3. The Shutterbug Processing Co., 31 Lens Road, Rochester, NY 10352, has ruined your pictures of wild Sapsuckers taken during a camping trip.
4. You received unsatisfactory emergency care at the Cortland Memorial Hospital, Homer Ave., Cortland, NY 13045.
5. After having your hair done at the Village Hair Stylist, Northern Lights Shopping Mall, Syracuse, NY, you find that your hair is falling out.
6. K-Mart, Green Hills Shopping Center, 59535 Salina St., Onondaga, NY, has sent you a picnic table with broken legs.
7. The street where you live has numerous potholes. Write to the Cortland County Highway Department, Cortland, NY 13045.
8. Your 120 square feet of genuine imitation brick vinyl tiles have not been sent after 6 months of waiting. Write to Town & Country Linoleum and Carpet, 2110 W. Genesee St., Westvale Plaza, Syracuse, NY 13235.

Did I...
...give my name and address:
...give pertinent information about the product?
...state the problem?
...give reasons for or against alteration or correction?
...tell how to correct the situation?

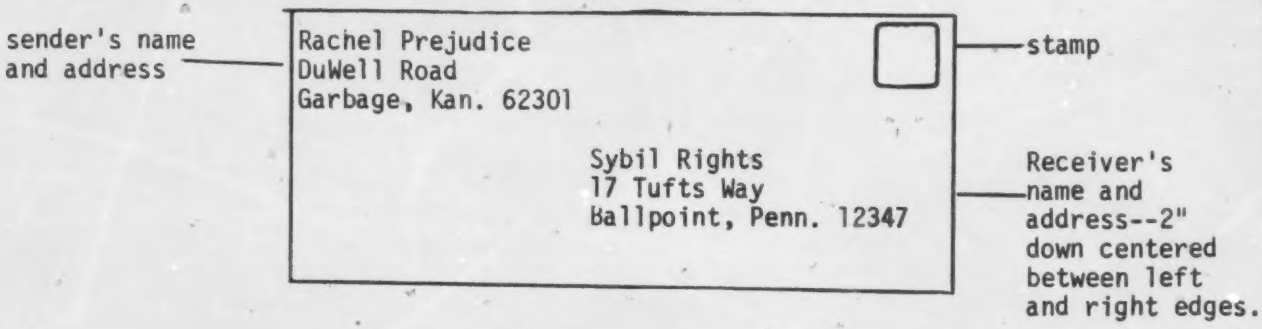
VII.F.1. Envelope

Objective: The student identifies parts of the envelope.

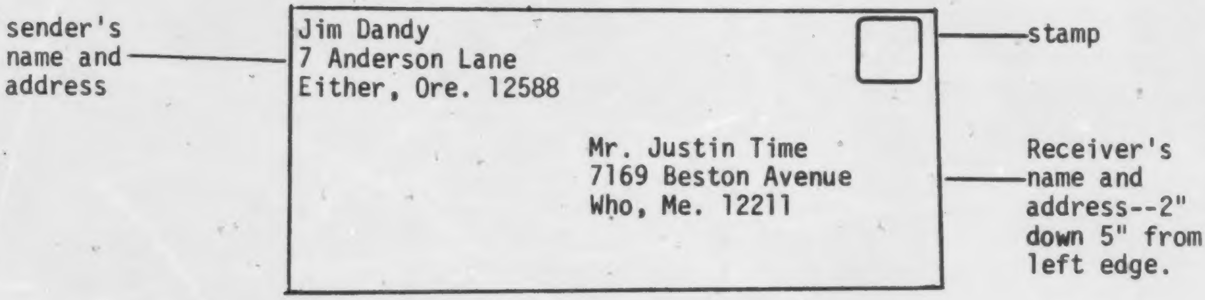
Procedure:

Duplicate the following models onto tagboard posters and display. Have your students use these whenever they are to address an envelope.

Personal letter envelope


sender's name and address
Rachel Prejudice
DuWell Road
Garbage, Kan. 62301
stamp
Sybil Rights
17 Tufts Way
Ballpoint, Penn. 12347
Receiver's name and address--2" down centered between left and right edges.

Business letter envelope


sender's name and address
Jim Dandy
7 Anderson Lane
Either, Ore. 12588
stamp
Mr. Justin Time
7169 Beston Avenue
Who, Me. 12211
Receiver's name and address--2" down 5" from left edge.

VII.F.2. Folding a business letter

Objective: The student folds a business letter.

Procedure:

Demonstrate for the class the proper procedure for folding a letter. After all students have written a business letter, they should fold the letters according to your instructions. You may also duplicate the following plans and hand out to your students.

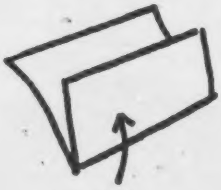
Folding Letters for Personal Envelopes

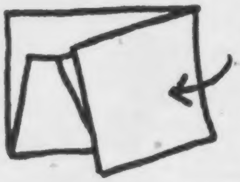
Step 1 - Fold the lower edge of the letter to within half an inch of the top.

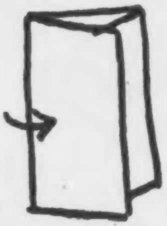
Step 2 - Fold from right to left making the fold about one-third of the width of the sheet.

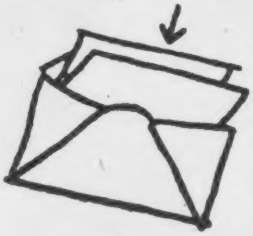
Step 3 - Fold from left to right, leaving about a half-inch margin at the right in order that the letter may be opened easily.

Step 4 - Insert the letter into the envelope so that the lefthand creased edge is inserted first and the last side folded is toward the backside of the envelope.


(1)


(2)


(3)

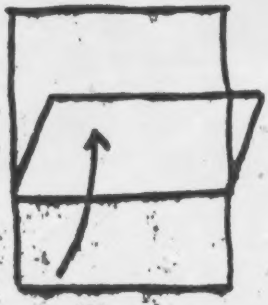

(4)

FOLDING LETTERS FOR BUSINESS SIZE ENVELOPES

Step 1 - Fold from bottom to top, making the fold slightly less than one third the length of the sheet.

Step 2 - Fold the top down to within 1/2 inch of the bottom fold.

Step 3 - Insert the letter into the envelope with the last crease toward the bottom of the envelope and with the last fold up.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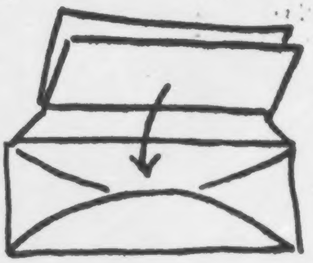
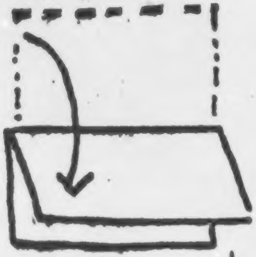

(2)


(3)

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[1] Taken from Ruth Townsend, ed., Instructional Units for Regent's Competency Test (Yorktown Heights, New York, Board of Cooperative Educational Services) 1979.

VII.G.1. Report Writing: Interviewing

Objective: The student asks questions of the person being interviewed, takes notes, then writes the report.

Procedure:

The student compiles a list of questions to be asked before the interview begins. Some suggestions are:

1. Have you ever worked for wages? Are you working for wages now? What kind of jobs, paid or volunteer, have you had? Which did you enjoy? Which did you hate? Why?
2. Do you like material things such as cars, stereos, T.V., flowers, birds, trees? What do you own? Why?
3. What would you do if you had a million dollars?
4. What fine things are you thankful for?
5. What kind of people do you like to be with?
6. What makes you angry, sad, happy, bored?
7. What was the greatest experience you ever had? What was the worst?
8. Do you like movies? What kind? Why?
9. What is your opinion of:
   a. drinking
   b. legalization of marijuana
   c. abortion
   d. corporal punishment in school
   e. the death penalty
10. Where would you rather be right now?

Did I...
...really listen and take good notes?

VII.G.2 Report Writing: Critical Review

Objective: The student views the satire film, Hardware Wars[1] then writes a critical review which may include writing captions for the accompanying cartoon, "Strangers in the Night."

Procedure:

Discussion preceding film viewing should emphasize that criticism includes positive aspects as well as negative ones.

Show film. Students write brief reactions which they will expand for the final review.

Did I...

...write a positive, as well as, negative criticisms? Why or why not? Was my reaction mostly emotional or intellectual? Why?

---

[1] Hardware Wars, Cortland-Madison BOCES 1980 Supplement to the Film Catalog; pg.3.

The cartoon "Strangers in the Night" was removed due to copyright restrictions.

Write INI Vol 3 No. 2352 © 1977 Educational Instights, Carson, CA 90746

VII.G.3 Report Writing: Research Paper

Definition: Research begins the moment someone wants to learn about something. It consists of searching and searching again to gain information to explain or prove a point. The report indicates that the writers are informed about the topics which they have written.

Objective: The student chooses a topic.

Procedure:

To help students choose a topic for a research paper they may answer questions such as:

1. What would you like to be able to do better?

2. Where would you rather be right now? List four places.

3. What have you always wanted to try?

4. What do you know about your favorite athlete, author, film, or T.V. star, scientist, or artist?

5. What is the current status of your favorite animal or bird in the ecological system?

The student chooses one of these topics to research.

References to outlining and organization should be included before actual report writing begins.

Did I...

...specify my topic to facilitate locating references?

VII.G.4. Report Writing: Research Paper

Objective: The student locates sources for research.

Procedure:

A trip to the library to be taken by student should acquaint him/her with the following: location of reference room, card catalog, stacks, and reserve room.

Students should locate and become familiar with the encyclopedias, dictionaries, bibliographies and periodical indexes, as well as current periodicals, which are available to them in school, community, or private libraries.

Human resources should be consulted whenever available for any topic.

Did I...
...thoroughly familiarize myself with all possible sources of information?

VII.G.5. Report Writing: Research Paper

Objective: The student examine a reference book and report its use to the class.

Procedure:

Each student will get an assigned reference book from the library, study it, and report to the class how, when, and why it might be used. Students write a list of these sources for their notebooks.

Did I...

...understand and convey to the class the uses of this reference?

VII.G.6. Report Writing: Research Paper

Objective: The student locate specific data to prepare for research.

Procedure:

Answer the questions and give the exact source of your information.

The Search

1. What does "vaya con Dio's" mean in Spanish?
2. What is an "orbit" in science?
3. Give three synonyms for the verb "search."
4. What college did Brian Piccolo attend?
5. What is the population of Groton, NY as of 1980?
6. Who said, "To be or not to be. That is the question." Where and when?
7. What is the title of a magazine of conservation for December, 1979?
8. How many railroads operate in NY State?
9. Name two novels by Hal Borlard.
10. Give the address and birthdate of Eric Estrada.
11. Give the date and cause of the sinking of the **Merrimack**.
12. Name the play presently on Broadway in the Helen Hayes Theater.
13. What is the tuition for Temple University?
14. What are the dates of the 1979 magazine articles on Eric Heiden?
15. Identify the world's longest suspension bridge. (name, length, location)
16. Name the third word on page 100 of the book Crazy Horse.
17. Who won the Academy Award for best supporting actor in 1953?
18. Name the author of the poem, "The Village Blacksmith."
19. Give the title of an illustrated bi-lingual book.
20. Who was on the cover of November 6, 1979 Time Magazine?
21. Give the 1940 population of Lincoln, Nebraska.
22. Give the author and call numbers of a boy scout book on boats.
23. Identify the author of a magazine article on beefalo.
24. Who wrote the opera Aida?

25. What is the last word on page 250 of Sacajewa?

Did I...

...find all the requested information and identify the research sources?

VII.G.7. Report Writing: Research Paper

Objective: The student will gather the information needed for the report.

Procedure:

The library resources are now familiar to the student; however, explicit guidelines may help.

1. List all authors, titles and subjects suggested by your topic. Look these up in the card catalog and list the call number, author, and title of each book on the topic listed in the catalog.
2. Using the Dewey Decimal outline, find shelf location(s) of books on your topic. Use the index of all books in this section to locate material on your topic. Ask the librarian if there are similar books on reserve which you should look at.
3. Is there a possibility that there are pamphlets or newspaper articles on your topic in the vertical file?
4. Look up your topic in at least two encyclopedias. Use the index.
5. Look up your topic in the *Readers' Guide* and list all magazine material on cards.
6. Use any other reference books that might have material related to your topic.
7. Don't overlook the current issues of magazines and newspapers which will not have been listed in the *Readers' Guide* and other references.
8. Are there sources other than the library that you should consult? Can you secure information from interviews, for example, or from public records? [1]

Did I...

...acquire enough information to start the rough draft of my report?

---

[1] List taken from Gene Stanford and Marie Smith, A Guidebook for Teaching Composition, Allyn and Bacon, Inc., Boston, London, Sydney, 1977, pg. 110.

VII.G.8. Report Writing: Research Paper

Objective: The student writes note cards.

Procedure:

After the topic is decided upon, start the research and record the following information on notecards:

1. The topic
2. The source (author with last name first, book or article, date, page number).
3. The note itself.
4. The kind of note (direct quotation, paraphrase, summary, or personal comment).

Did I...
...record all necessary information on the note cards?

Procedure:

Using a magazine, students will choose an article of interest and write the appropriate notecard. Students exchange notecards and check for the pertinent information.

VII.G.9. Report Writing: Research Paper

Objective: The student uses the note cards to write footnotes.

Procedure:

Use the notecards of a previous assignment and write the footnotes for the paper. As part of the research, the student will locate footnoting procedure in a writing handbook for correct format.

Did I...
...locate and use the correct format for the footnotes?

VII.G.10. Report Writing: Research Paper

Objective: The student writes an outline using two systems, one of which is the Decimal Outline format.

Procedure:

Sort out the following information and fit it into the two forms below.

Title- Study of space bodies
Main headings- planet, star, asteriod, other space bodies.
unclassified list - moon, man in/on, Earth, Jupiter, Mars, unhabitants, human, four legged, legless, myths and legends, dates of, how arrived there, activities while there.

Title______

Form I

I.
    A.
        1.
            a.
            b.
            c.
            d.
    B.
        1.
            a.
            b.
    C.
    D.
II.
III.
IV.

Form 2 Decimal Outline Format

1.0
    1.1
        1.1.1
            1.1.1.1
            1.1.1.2
            1.1.1.3
            1.1.1.4
    1.2
        1.2.1
            1.2.1.1
            1.2.1.2
    1.3
    1.4
2.0
3.0
4.0

VII.G.11. Report Writing: Research Paper

Objective: The student writes an outline.

Procedure:

Fit the following information into proper outline form. Use either the topic style or Decimal System format.

T.V. programs
The Dukes of Hazard
The Waltons
Real People
That's Incredible
The Rockford Files
C.H.I.P.S.
The Jeffersons
M*A*S*H*
The Little House on the Prairie
Domestic Dramas
Name That Tune
Comedies
Factual Happenings
Private Eye Stories
Crime Fighting
The Guiding Light
The World Series
The Six O'clock News
Game Shows
Hollywood Squares
Beat the Clock
Charlie's Angels
Dallas

Did I...
...sort all the information correctly?

VII.G.12. Report Writing: Research Paper

Bibliography Cards Worksheet

Objective: The student records information for the bibliography on the worksheet as the research is done.

Procedure:

Complete the entries on the worksheet as research progresses.

Sample worksheet:

1. Book:	publisher-
author	place-
page	date-
2. Book:	publisher-
author	place-
page	date-
3. Magazine:	date
article-" "	volume
pages-	author
4. Encyclopedia:	publisher-
author-	Volume-
subject-	printed-
page-	

Did I...

...accurately record all pertinent information?

VII.G.13. Report Writing: Research Paper

Checklist for Writing A Research Paper

___ 1. Topic selected. (A topic of interest to you)

___ 2. Topic limited to allow only relevant minor points.

___ 3. Limited topic becomes a thesis statement that can be discussed pro and con and proven.

___ 4. Research sources used to gather the information including bibliographical information.

___ 5. Notetaking accomplished in an orderly fashion with all necessary information.

___ 6. Notecards arranged in sequence to facilitate outlining.

___ 7. Outline written in best sequence to support the thesis statement in a logical, coherent unity.

___ 8. First draft written with use of notecards and outline.

___ 9. Writer and second party proofread first draft for authenticity and correctness of mechanics.

___ 10. Final paper written from corrected/revised first draft with correct placing of footnotes.

___ 11. Proofread all pages including title page, body of paper, and bibliography.

VII.G.14. Report Writing: Research Paper

Objective: The students exchange report writings for preliminary checking.

Procedure:

Have students check the exchanged writings for the following:

1. The subject of the paper to be sure it has been limited and is not general and/or vague.
2. The thesis statement for the paper as a declarative sentence that states the writer's point of view or opinion.
3. The accuracy of information on note cards and bibliography worksheet.
4. The outline or rough draft of the paper.
5. The proof reading of the final paper.

Did I...
...correct all (if any) errors on the material after the checking?

VII.G.15. Report Writing: Energy Resources Meeting

Objective: The student writes a unified report for a specific audience using a given set of notes.

Exercise 1
Procedure:

Organize the following notes into a written report. Use all the information. Write complete sentences. Check paragraphing, spelling, punctuation, capitalization, and usage. Audience is the class.

NOTES

Wind energy making gains

Energy resource meeting set for Cicero

Water rationed

The world's largest auto market--the U.S.A.

Effects of high energy costs

Waste recovery can work

Cornell University experimental methane program

Arab League oil resources come to an end

Conservation working or not working

Nuclear Power

Freeville dairy farm generating oron power

Windmills can be built quickly

Coal power plants

Hydroelectric power, large and small scale

Japan to double car exports to U.S.

The use of high prices to conserve energy hits poor and elderly

Methane from manure

VII.G.16. Report Writing: A Sports Event

Exercise 2--Specific audience--sports fans

NOTES

Mets 2, Pirates 0

Pat Zachry, New York Mets, pitched a three hitter

Mets Lee Mazzilli, hit his sixth home run in 10 games

John Candelaria, Pittsburgh Pirates, lefthander pitching when when Mazzilli scored

Mazzilli homered with one out in the third

John Stearn, Mets, picked up one run

Zachry said, "I had nothing on my fastball so I went to the change. I threw it for strikes."

VII.H.1. Persuasive Composition: Sense of Audience

Objective: The student assumes a role to try to persuade a specific audience.

Procedure:

Students compose a paragraph of persuasion with the audience clearly indicated assuming one of the following roles.

1. A show-off trying to impress the principal with his/her vocabulary (student should use as many descriptive words as possible.)

2. A student who is scientifically oriented who uses words sparingly but precisely.

3. A student who is proud of his or her knowledge of big vocabulary words.

Did I...

...use vocabulary appropriate to my role and for my chosen audience?

...convince my audience?

Check List for Sense of Audience

1. What levels of language are used? Are these appropriate to your intended audience and your approach to the subject?

2. What is your tone? Is it both appropriate and consistent to subject and audience?

3. Have you used metaphors, dialogue, personification or vivid descriptive writing? Are these appropriate and relevant to the subject?

VII.H.2. Persuasive Composition: Fact & Opinion

Objective: The student writes fact and opinion statements.

Procedure:

1. Present students with a ditto containing an ad for T-shirts. (ad #1) Discuss obvious facts and opinions which can be derived from the ad.

Facts	Opinion
1. designs	Champion Factory Outlet contains a complete selection of designs for T-shirts
2. cost	
3. transfers	
4. outlet	
5. address	
6. telephone number.	
7. accepted credit cards	

2. Distribute another ad to the students and ask them to define fact and opinion. Lits facts and opinions pertaining to ad #2.

Did I...
...define fact and opinion?
...list facts and opinions?

Ad for T-shirts {ad #1} was removed due to copyright restrictions.
Ad for records {ad #2} was removed due to copyright restrictions.

VII.H.3. **Persuasive Composition: Opinion Statements**

Objective: The student writes an opinion statement.

Procedure:

1. Write an opinion statement on the board and ask students to validate it.

   In 1978 the New York Yankees had the best baseball team in the world.

   Check sources such as the World Almanac or an encyclopedia yearbook.

   Facts from World Almanac 1979

   1. won the pennant
   2. won the World Series
   3. Pitcher Ron Gudry's ERA was 1.74
   4. ERA of eight Yankee pitcher was 3.74

2. Rewrite the preceding opinion statement with reference to the facts.

3. Ask students to differentiate between fact and opinion referring to statements on the board.

   A. Baseball is a sport
   B. Baseball is a dangerous sport

   A. The republican National Convention was held on July 14, 1980.
   B. There were few controversies at the Republican National Convention.

4. Provide students with a ditto which includes fact and opinion. Ask students to label statements as fact or opinion. Discuss reasons.

   A. Paul plays soccer.
   B. Paul is an excellent soccer player.

   A. Gambling can become addictive.
   B. Louis lost two thousand dollars because he bet on the football game.

   A. Honor students should have special privileges.
   B. There were twenty-five juniors on the honor roll last marking period.

5. Write an opinion statement based on the following subjects:

   instituting a smoking lounge
   limiting homework
   holding part-time jobs
   driving to school
   registering for draft

Did I...
...write my own opinion?
...formulate a well well-written sentence?

VII.H.4. Persuasive Composition: Factual Statements

Objective: The student writes factual statements.

Procedure:

1. The students examines the driver's manual and discuss the various laws.
2. The students write the facts from a particular page.

VII.H.5. Persuasive Composition: Topic Sentences

Objective: The student writes a topic sentence.

Procedure:

1. Review the topic sentence by identifying it in a paragraph.
2. From a topic sentence, indicate the procedure for writing a topic sentence.

   Students should not leave the building throughout the school day.

   What is the situation?
   What is the controversy?
   Who is involved?

3. Referring to a situation, write a topic sentence based on the situations.
   1. Your community is considering the elimination of a summer program for young people.
   2. Your school is considering an abbreviated lunch room schedule.
   3. Your school is planning to increase required credits for graduation.

VII.H.6. Persuasive Composition: Argument - Pro and Con

Objective: The student formulates the pro's and con's about a subject.

Procedures:

1. The class discusses a controversy subject. Students are encouraged to consider positive and negative sides of a question. The teacher lists pro's and con's on the board.
2. The class is divided into groups. Each group discusses the pro's and con's of a subject.

   Suggestions:

   the legalizing of marijuana
   a woman for President
   the raising of the drinking age to 21
3. Each group evaluates the positive and negative consideration on the basis of objectivity, anti-thesis, and completeness.
4. The individual writes the pro's and con's of a selected controversy. General topics may be easier to consider:

   banning capital punishment
   registering all guns
   banning nuclear energy
   censoring textbooks
   limiting imported products
   outlawing abortion

Did I...
...consider both sides?
...make a complete list?

VII.H.7. Persuasive Composition: Arugment

Objective: The student writes a topic sentence.

Procedure:

Go over topic sentences which are too brief and indifinite. Revise the following sentences with the students.

1. We should go to the Olympics.
2. People should not litter.
3. Americans should conserve energy.

VII.H.8. Persuasive Composition: Arugment - Reasons

Objective: The student formulates an argument.

Procedure:

1. Explain that the basis of an argument includes specific, valid reasons. Illustrate the process by writing on the board an opinion statement with the reasons.

   Draft registration for 18 and 19 year old males should not be instituted at this time.

   Reason #1 - Registration is an infringement of an individual's rights.

   Reason #2 - There is no fair method to insure that all 18 and 19 year-olds register.

2. Write two reasons which directly relate to an opinion statement in a given situation.

   Participation in team sports is beneficial to high school students.

Did I...
...include at least two reasons?
...cite convincing reasons?

Write a sentence outline for a persuasive essay.

Opinion Statement: ____
____

Reason #1 ____
____

Detail #1 ____
____

Detail #2 ____
____

Reason #2 ____
____

Detail #1 ____
____

Detail #2 ____
____

Conclusion - Complete at another time.

VII.H.9. Persuasive Composition: Conclusion Exercise

Objective: The student writes a concluding paragraph. (See preceding outline)

Procedure:

The student writes a conclusion to his original outline.

Did I...
...summarize the problem?
...include an emotional appeolas a possible solution?

VII.H.10. Persuasive Composition: Conclusion Exercise

Objective: The student chooses the positive or negative side of a controversy and writes a conslusion.

Procedure:

1. Examine an argument and write the conclusion.

Positive Opinion Statement - Women should be drafted into the armed services.

Reason #1 - Women have demanded other rights; therefore, they should serve with men.

Detail #1 - Women want equal job opportunities.

Detail #2 - Women want to be treated the same as men in personal relationships

Reason #2 - Women can make significan contributions.

Detail #1 - Women can free men for combat duty.

Detail #2 - Women have valuable skills needed by their country.

2. Write the conclusion.

Negative Opinion Statement - Women should not be drafted.

Reason #1 - Women are not prepared for battle.

Detail #1 - Our society encourages the stereotype of women in the home.

Detail #2 - Most women are not physically prepared for battle.

Reason #2 - Women provide domestic stability.

Detail #1 - If men and women go to war, the country will not have sufficient workers to survive economically.

Detail #2 - Women provide a stable family base that is necessary for the survival of family life.

Did I...
...write a summary of my ideas?
...make an emotional appeal or pose a solution?

VII.H.11. Persuasive Composition

Writing Procedures - The following activities are structured according to the suggested steps of the writing process.

Steps	Activities
Prewriting	discuss issues; gather information; read pro's and con's; establish role playing situations; report on programs; summarize opinions; conduct survey; interview people; keep journals; show films.
Organizing	list opinions about an issue; cite both sides of an issue; separate components into logical sequence; follow steps of writing opinion statements, reasons, and details; write an outline according to the sentence outline or the structured outline.
Writing	change the outline; whenever necessary; follow corrected outline; set goals; adhere to student checklist.
Before Revising	Read composition aloud; read another student's work; read aloud in a group; analyze anonymous compositions on a ditto or overhead projector.
Revise	Correct errors in organization of ideas or mechanics; follow student checklist.

VII.H.12. Persuasive Composition: Alternative Outline

Objective: The student writes an outline for the persuasive composition.

Procedure:

1. Analyze a model composition using the following structured outline.

   I. State the problem

      A. Arouse interst

      B. Identify subject

   II. Present rationale

      A. Provide one sound reason
         1. Expand with detail
         2. Add another detail

      B. Provide second reason
         1. Expand with detail
         2. Add another detail

   III. Restate the position

      A. Include emotional appeal

      B. Provide a solution

2. Write a composition using this outline or the sentence outline.

Diagnostic Grid Sheet

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Andre', Russell W., Peggy Tretz, Search and Research: An Individualized Approach to the Initial Teaching of Research Skills. Set A. Monterey Park, California: Creative Teaching Press, Inc., 1975.

This packet of 50 activity cards is a valuable resource in teaching research skills. Activities presented include alphabetizing and classification skills, use of resource people, and other research skills

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A developmental composition text that integrates specific writing activities, vocabulary development, and readings. It is comprehensive and well organized for fast reference.

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This handbook, directed toward elementary students, is an excellent tool for piquing children's creativity.

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Bernhardt, Bill. Just Writing. New York; Teachers and Writers, 1977.

This book contains numerous writing exercises. It has an elementary orientation.

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Bruffee, Kenneth A. A Short Course in Writing. Cambridge, Massachussetts; Winthrop Publishers, Inc., 1980.

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This covers a large number of composition areas, each very briefly. There is a great variety in the types of activities used. The book is very attractive and designed to appeal to junior high students on any level and to remedial-level students in ninth or tenth grade.

Composition K-6, A Packet for Teachers. Albany: The University of the State of New York/The State Education Department Bureau of General Education Curriculum Development, 1978.

This manual is divided into sections focused on writing as a thinking process. The sections are "Motivation," "Directed Activities," and "Extended Activities." The K-6 teacher and even the junior high school teacher can find many useful ideas here.

Colin, David A., HLTL Fillmer, Ann Lefcourt, Nell C. Thompson. Our Language Today. New York: American Book Company, 1967.

This textbook contains many interesting activities which can be used for both introductory and follow-up. Letter writing and paragraphing skills are especially well presented.

Coon, George E., Barbara B. Cramer, et al. Workbook for Patterns of Language. New York: American Book Company, 1974.

These workbooks, developed for grades 1-8, contain excellent supplementary activities for extending language skills.

"Creative Classroom: A Monthly Exchange of Tips, Projects, Ideas and Resources." Teacher.

Every monthly issue contains three or four pages of ideas for bulletin board displays, games and activities pertinent to all subject areas. It is an excellent resource for elementary teachers.

D'Angelo, Frank J. Process and Thought in Composition. Cambridge, Massachussetts; Winthrop Publishers, Inc., 1980.

Dawson, Mildred A., M. Ardell Elwell and others. Language of Daily Use. New York: Harcourt Brace Javonivich, Inc., 1978.

This textbook is highly recommended for teaching developmental language skills in grades K-8.

Decker, Randall E. Patterns of Exposition 7. Boston, Little, Brown, and Company, 1980.

Excerpts from numerous novels, short stories and magazines are included. Questions and suggested activities follow each excerpt.

DeLaney, Yates. Workbook and Handbook, The New and Better English. Row, Peterson, and Company, Evanston, Illinois, 1962.

This book contains grammatical exercises.

"Detecting Malapropisms," Learning, VI: 60-63. December 1977.

Learning magazine is filled with activities, projects, games, simulations, craft ideas and more for all curriculum areas.

English Language Arts Composition K-12. Albany: The State Education Department Bureaus of Elementary and Secondary Curriculum Development, 1976.

This syllabus, English Language Arts Composition K-12, is a sequential analysis of sentence structure and composition organization. Objectives are divided into four levels. The activities which parallel the objectives are interesting and practical.

English Language Arts - Language Section K-12 Experimental Education. Albany: The State Education Department Bureau of Elementary and Secondary Curriculum Development, 1976.

This manual is presented in three sections: grammar, usage and language history. Skills and activities are included in the grammar and usage sections. The language history is for the information of teachers.

Ezor, Edwin, Dr. Individualized Language Arts. ESEA Title Iv-C - Project 70-014, Weehawken School District, Weehawken, New Jersey, 1974.

This manual suggests and details many techniques for composition. It also includes a diagnostic grid sheet for the teacher's use and explains the use and application of a student checklist.

Feinstein, Goerge W. Programmed Writing Skills. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

This manual is intended for use in college or advanced high school classes. Its approach is practical rather than technical. The activities are set up in such a way that the student can work well alone, checking his own answers as he progresses. Many aspects of good composition are covered. The author has used a great deal of humor to make this publication appealing and usable.

A Fingertip File of 301 Reading Ideas. Greenwich, Conn.: Teacher Magazine Publications, N.D.

This includes index cards for enrichment and reinforcement help in reading.

A Fingertip File of 201 Teaching Ideas. Greenwich, Conn.: Teacher Magazine Publications, N.D.

This includes index cards for enrichment and reinforcement help in every area of the basic curriculum.

Forte, Imogene, Marjorie Frank, Joy Machenzie, Kids Stuff; Reading and Language Experiences, Intermediate - Jr. High Nashville, Tennessee: Incentive Publications, Inc., 1973.

This has a multitude of ideas to present communication skills more effectively. They are widely adaptable to any teacher's needs.

Frew, Robert, et al. Survival. Palo Alto: Peek Publications, 1978.

Survival is geared for an advanced composition course. One section includes review of sentence structure and mechanics, while the other areas emphasize the writing assignment. Types of papers include problem-solution, argumentation, research and criticism.

Frew, Robert, et al. Writer's Workshop. Palo Alto: Peek Publications, 1978.

Writer's Workshop includes objectives for each of the eight units. The book deals exclusively with sentence structure, usage, mechanics, and paragraphing. Explanations concerning compositions are clearly illustrated with examples.

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Write is devoted almost completely to parts of speech, components of the sentence, usage, and mechanics; however, there is also a concise discussion of the short essay.

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This book contains an analysis of expository techniques. This book is useful in teaching composition.

Gorrell, Robert M., Mabel M. Brown. Writing and Language/2. New York: Harcourt Brace Javonovich, Inc., 1972.

This is a manual for senior high school teachers and students. Each chapter presents material on a topic followed by a summary, exercises, and suggestions for writing.

Grobe, Edwin P. 300 Creative Writing Activities for the Compostion Class. Portland, Maine: J. Weston Walch, 1974.

This is an annotated list of interesting composition topics.

Hurwitz, Abraham and Arthru Goddard. Games to Improve Your Child's English. New York: Simon and Schuster, 1973.

This book contains a variety of stimulating word games which will help build a child's vocabulary, develop his power of expression, and expand his ability to communicate.

Hurwitz, Abraham B. and Arthur Goddard. Language Arts Games. New York: Scholastic Book Services, 1972.

This paperback activity book provides a wide variety of ingenious games, carefully designed to help students master language skills. Each activity is prefaced with general grade level of the game, number of participants, materials necessary, and the purpose of the game. It is very useable.

Imagine and Write: My Weekly Reader Books. Columbus, Ohio: Xerox Education Publications, 1978.

These inexpensive booklets, developed for grades 2-6, are especially useful at intermediate grade levels. They help students to develop a writing vocabulary, to focus thoughts and imaginations on a central idea (for organization), and to evaluate their own writing efforts. Each child becomes the author of his own booklet.

Kaplan, Sandra, Sheila Madsen and Bette Gould. The Teacher's Choice: Ideas and Activities for Teaching Basic Skills. Santa Monica: Goodyear Publishing Company, Inc., 1978.

This book provides alternatives for matching what students need for learning basic skills to what teachers need for effective teaching.

Leggett, Glenn, C. David Mead, William Charvat. Handbook for Writers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955.

This handbook is particularly useful as a reference tool for teachers. It contains a complete summary of grammatical usage and elementary rhetoric.

Long, Littleton, ed. Writing Exercises from Exercise Exchange. Urbana, Illinois; National Council of Teachers of English, 1976.

In this book teachers share lessons and procedures for teaching various aspects of writing.

Making It Strange. New York: Harper and Row, Publishers, 1968.

Making It Strange is a creative writing program based on the use of metaphor. Books 1, 2, 3, and 4 correspond to grades 3, 4, 5, and 6, although each has been successfully used through grade 7. Each book teaches creative thinking and writing through direct Analogy, Personal Analogy, and Symbolic Analogy. It contains many stimulating ideas for writing activities.

Meredith, Robert C. Writing in Action, a Text for Young Writers. Skokie, Ill.: National Textbook Company, 1979.

This text is most applicable to upper high school. It develops the writing process from words themselves through various types of writing, to revision and diagnosis of one's own written work.

Myers, R.E., E. Paul Torrance, Invitations to Thinking and Doing. Boston: Ginn and Company, 1964.

This workbook is designed for student use, but teachers may adapt the writing activities in many ways.

New York State Preliminary Competence Test in Writing: Manual for Administrators and Teachers. Albany: The University of the State of New York, the State Education Department, 1979.

This manual contains explanations of the purpose of the tests and responsibilities of the schools concerning these tests. Remediation requirements are detailed. Suggestions are also given for developing writing skills. Samples of students' answers are discussed with comments and individual difficulties and suggestions about dealing with them.

Potter, Robert R. The Reading Road to Writing. New York: Globe Book Co., Inc., 1977.

Six workbooks deal separately with sentences, verbs, adjectives, and adverbs, pronouns, words often confused, and mechanics of writing. These feature a simple reading lesson of high interest level for teenagers, followed by simple directions for the specific topic stressed, and ample exercises. These are especially directed toward junior and senior high remedial students.

Rankin, David. Style and Structure. New York: Harcourt Brace Javonovich, Inc. 1972.

This book is one of the Domains in Language and Composition Series of 24 original paperbacks. Exactly as the title suggests, it deals with the style and structure of written work.

Rothslein, Herbert M. et al. Composition Workshop. New York: Oxford Book Co., Inc. 1974.

Composition Workshop is comprised of six levels which focus on vocabulary, paragraphs, and compositions. The explanations at the beginning of each skill division are especially clear and comprehensive.

Schrank, Jeffrey. Snap, Crackle, and Write. Skokie, Ill.: National Textbook Company, 1979.

This very attractive book could be used as a writing text in high school or in some junior high school classes. Reading selections of high interest level for teens are interspersed with writing clues and serve to illustrate the writing area under discussion.

Shipley, Joseph T. Playing with Words. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960.

This book has 145 word games and can be a valuable resource in the classroom. All games are explained and examples given. The games can be adapted for introducing a lesson or for follow-up activities.

Smith, Carolyn. The Paragraph. Cambridge, Mass.: Educators Publishing Service, Inc., 1977.

In addition to the duplicator masters, this book supplies suggestions for the teacher on the presentation of each ditto. Featuring a systematic approach to paragraph writing, this publication is directed primarily toward grades 5-9, but could be helpful to remedial students at any level.

Staff of the Writing Improvement Project, ed. Building English Skills Composition. Evanston: McDougal, Littel and Co., 1977.

Building English Skills Composition is a series which includes six levels. The book is divided into vocabulary building, sentence structure, and paragraph development. This series is excellent with reference to explanations and examples.

Stanford, Gene. Steps to Better Writing. New York: Holt, Rinehart and Winston, Inc., 1972.

This workbook provides a self-teaching, self-checking text. It is designed for use by high school juniors and seniors. The approach to learning to write is practical rather than theoretical.

Stanford, Gene and Marie Smith. A Guidebook for Teaching Composition. Boston: Allyn and Bacon, Inc., 1977.

This workbook consists of two main sections: the first part deals with many sample activities dealing with the teaching of writing. The second section consists of a number of pages suitable for reproduction. These pages include the activities which are discussed in the first section of the book.

"Super Skills," Scholastic Magazine, 1977.

Scholastic Magazine has prepared a selection of activities covering writing, grammar, and study skills. (Level 1-12).

Thomas, Alice and Lawrence L. Tomas. Creative Writing: Intermediate.

Tomas, Lawrence L. Creative Writing: Upper Intermediate. Stl Louis: Milliken Publishing Co., 1972.

These are transparency - duplicating books. Each of the transparencies is a picture designed to stimulate imagination.

Towsend, Ruth, ed., Instructional Units for Regents Competency Tests. Yorktown Heights, New York; Board of Cooperative Educational Services, 1979.

This BOCES publication is a collection of activities written by teachers for teachers. It contains color coded sections on the business letter, the report, and the composition.

Wagner, Guy, Max Hosier and Mildred Blackman. Language Games. New York New York: Teachers Publishing Division of the MacMillan Company, 1971.

There are at least 59 language skills that may be reinforced by the use of a variety of games.

Warriner, John E. et al. English Grammar and Composition. New York: Harcourt, Brace and World, 1965.

This is a complete composition handbook which contains grammar rules and writing exercises.

West, William W., Developing Writing Skills. Englewood Cliffs, New Jersey; Prentice Hall, Inc., 1980.

This book contains an excellent section on argument and persuasion.

Films

Hardware Wars, Cortland Madison BOCES 1980. Supplement to the Film Catalog, p.3.

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